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ABSTRACT

This handbook provides information about the characteristics of students who are enrolled in senior high schools in Alberta and offers information useful in organizing and operating secondary schools to meet the needs of students. The first section of the handbook addresses the diverse characteristics and needs of senior high students, and provides the graduation requirements that each student must meet over the course of their senior high education. The "philosophy" statement included in this section addresses the significance and uniqueness of senior high education in the lives of these students and in their communities. The handbook is the first step in drawing together all of the information that is essential to school administrators. Policies, procedures, and organizational information required to operate a high school are included in the handbook, or, where not included, directions outlining where this information can be located are given. The handbook supports Alberta Education's objective of providing consistent direction while encouraging flexibility and discretion at the local level. (JD)

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GUIDE to Education

Senior High Handbook
1989-90

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GUIDE *to* Education

Senior High Handbook
1989-90

This handbook is issued under the authority of the Minister of Education pursuant to Section 25 of the School Act, Chapter S-3.1, Statutes of Alberta 1988.

This handbook contains information on a wide variety of topics. Some of the statements are mandated; others suggest procedures that are discretionary. Those statements that are requirements of Alberta Education are screened.

This document supersedes the Information Bulletin of February 1988 and the 1988-89 Junior-Senior High School Handbook. All changes to Alberta Education requirements contained in this document are effective the first day of the 1989-90 school year.

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FOREWORD

The **Senior High School Handbook** is the third in the series of handbooks that comprise the new **Guide to Education** (1989). The former **Junior-Senior High School Handbook** has been replaced by the junior and senior high volumes.

The Senior High School Handbook is published by Alberta Education for the use of administrators, teachers and other parties engaged in the delivery of high school education. It is intended to serve the following purposes:

1. to provide information about the characteristics of students who are enrolled in senior high schools
2. to communicate information useful in organizing and operating secondary schools to meet the needs of students
3. to identify the requirements specified by Alberta Education
4. to encourage innovation and excellence in the delivery of education.

The information in this handbook is presented in the context of the focus on the student that is integral to all school programming, and that reflects the emphasis of the School Act. At the senior high level, the student focus is especially important in the areas of counselling and guidance, to ensure that students are encouraged to challenge themselves at new levels and in new experiences, as well as to prepare themselves for their future choices in life. Consequently, the first section of the handbook addresses the diverse characteristics and needs of senior high school students, and provides the graduation requirements that each student will need to meet over the course of their senior high education. The "Philosophy" statement included in this section addresses the significance and uniqueness of senior high education in the lives of these students, and in their communities.

The handbook is the first step in drawing together all of the information that is essential to school administrators. Policies, procedures and organizational information required to operate a high school are included in the handbook, or, where not included, directions outlining where this information can be located are given. The new format has been designed so that administrators can access the information easily and quickly.

The handbook also reflects Alberta Education's emphasis on a policy-based and results-oriented management system. As much as possible, Alberta Education uses policies and procedures to set educational goals and directions. This handbook supports Alberta Education's objective of providing consistent direction while encouraging flexibility and discretion at the local level. In this handbook, mandatory action, which is marked by screening, accrues from the School Act and, in turn, from the province's policies and procedures.

The shift to results-based management has resulted in greater specificity of diploma requirements and more explicit programs of study. The shift has been accompanied by a corresponding increase in flexibility and responsibility for boards to determine the means of achieving results. The new sections of the handbook on school organization and awarding course credits are examples of this shift.

Finally, the handbook reflects Alberta Education's commitment to meeting the changing needs of students. Excellence in education, the ongoing improvement of the teaching and the learning process, and the innovation necessary to meet these goals are encouraged. In a system of shared responsibilities, these innovations will arise from both Alberta Education, and Alberta's school systems.

References to "boards" in this document are in accordance with the definition of "board" provided by the School Act (Section 1(1)(b)).

Further copies of the handbook are available upon written request from **Central Support Services, Alberta Education, Box 14, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2.** The handbook will be updated yearly.

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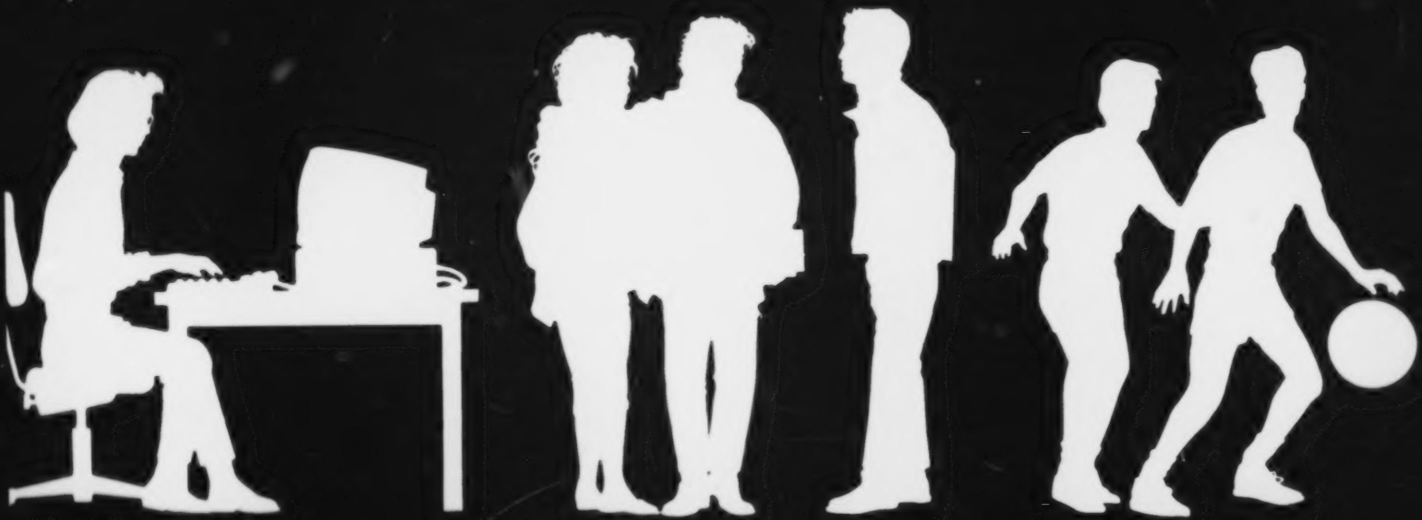
Senior High School Students



Senior High School Students: Philosophy of Senior High Schooling

Senior high school builds on the foundations students establish in their elementary and junior high school years toward achieving the goals of schooling and of education. For a large number of students, senior high school is the end of their formal schooling. Many senior high school students are over the age of sixteen and are not legally required to remain in school. These students attend by choice, often with specific goals in mind.

Senior high school provides students with greater opportunity for decision making and time management. Students can enrol in a wide range of courses to achieve specific goals as well as to explore their interests and abilities. Taking responsibility for their choices and actions is an important aspect of senior high education.

Graduation from senior high school symbolizes not only an important transition in life, to work or to post-secondary study, but a significant personal accomplishment.

Senior high school students in Alberta represent a broad cultural diversity, as well as a diversity of needs and abilities. High school accommodates these diverse educational and cultural needs by providing a range of programs and developing flexible methods of delivery. Senior high schools also have the opportunity to develop strong community partnerships, and to use provisions for instruction in languages other than English, to meet the needs of the students and communities that they serve.

Senior high school provides students with opportunities to:

- complete development of basic skills, if necessary, through modified instructional activities or alternative methods of school organization
- choose courses that will lead to the fulfilment of personal aspirations
- extend and refine intellectual and other skills in preparation for entry into post-secondary education
- acquire specialized knowledge, skills and positive attitudes required for direct entry into the work force
- become confident, competent and responsible individuals, ready to assume the role of contributing members of society.

Senior High School Students: **Goals and Objectives of Senior High School**

1 The Goals of Basic Education for Alberta

The following statements of goals direct education for Grades 1 through 12 in Alberta schools. It is the basis from which specific objectives for various subjects and grades are developed. The Goals of Basic Education for Alberta were adopted by order of the Minister pursuant to Section 25.1.d of the School Act.

While the school makes a very important contribution to education, it is only one of the agencies involved in the education of youth. The home, the church, the media and community organizations are very significant influences on children. It is useful, therefore, to delimit the role of schooling in education. Education refers to all the learning experiences the individual has in interacting with the physical and social environment; it is a continuing and lifelong process. Schooling, which has a more limited purpose, refers to the learning activities planned and conducted within a structured environment. There is, of course, a very close relationship between schooling and education: the learning which occurs in school influences and is influenced by what is learned outside the school.

a Goals of Schooling

Schooling, as part of education, accepts primary and distinctive responsibility for specific goals basic to the broader goals of education. Programs and activities shall be planned, taught and evaluated on the basis of these specific goals in order that students:

- develop competencies in reading, writing, speaking, listening and viewing
- acquire basic knowledge and develop skills and attitudes in mathematics, the practical and fine arts, the sciences and the social studies (including history and geography), with appropriate local, national and international emphasis in each
- develop the learning skills of finding, organizing, analyzing and applying information in a constructive and objective manner
- acquire knowledge and develop skills, attitudes and habits which contribute to physical, mental and social well-being
- develop an understanding of the meaning, responsibilities, and benefits of active citizenship at the local, national and international levels
- acquire knowledge and develop skills, attitudes and habits required to respond to the opportunities and expectations of the world of work.

Because the above goals are highly interrelated, each complementing and reinforcing the others, priority ranking among them is not suggested. It is recognized that in sequencing learning activities for students, some goals are emphasized earlier than others; however, in relation to the total years of schooling, they are of equal importance.

In working toward the attainment of its goals, the school will strive for excellence. However, the degree of individual achievement also depends on student ability and motivation as well as support from the home. Completion of diploma requirements is expected to provide the graduate with basic preparation for lifelong learning. Dependent on program choices, the diploma also enables job entry or further formal study.

b Goals of Education

Achievement of the broader goals of education must be viewed as a shared responsibility of the community. Maximum learning occurs when the efforts and expectations of various agencies affecting children complement each other. Recognizing the learning that has or has not occurred through various community influences, among which the home is most important, the school will strive to:

- develop intellectual curiosity and a desire for lifelong learning
- develop the ability to get along with people of varying backgrounds, beliefs and lifestyles
- develop a sense of community responsibility which embraces respect for law and authority, public and private property, and the rights of others
- develop self-discipline, self-understanding, and a positive self-concept through realistic appraisal of one's capabilities and limitations
- develop an appreciation for tradition and the ability to understand and respond to change as it occurs in personal life and in society
- develop skills for effective utilization of financial resources and leisure time and for constructive involvement in community endeavours
- develop an appreciation for the role of the family in society
- develop an interest in cultural and recreational pursuits
- develop a commitment to the careful use of natural resources and to the preservation and improvement of the physical environment
- develop a sense of purpose in life and ethical or spiritual values which respect the worth of the individual, justice, fair play and fundamental rights, responsibilities and freedoms.

The ultimate aim of education is to develop the abilities of the individual in order to fulfil personal aspirations while making a positive contribution to society.

2 Secondary Education in Alberta: Policy Statement

The following statements on the aim of education and the goals of secondary education are contained in the policy statement **Secondary Education in Alberta** (June 1985), which establishes the directions for senior high program and course development that are currently being introduced. The policy statement is available upon written request from **Central Support Services, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2.**

a Aim of Education

The aim of education is to develop the knowledge, the skills and the positive attitudes of individuals, so that they will be self-confident, capable and committed to setting goals, making informed choices and acting in ways that will improve their own lives and the life of their community.

b Goals of Secondary Education

Education should help students recognize, make, and act on good choices. Within this broad aim, the goals of secondary schools are to assist students to:

- develop the ability to think conceptually, critically and creatively; to acquire and apply problem-solving skills; to apply principles of logic; and to use different modes of inquiry
- master effective language and communication skills, including the ability to use communications technology
- acquire basic knowledge, skills, and positive attitudes needed to become responsible citizens and contributing members of society
- learn about the interdependent nature of the world, through a study of history, geography, and political and economic systems
- become aware of the expectations, and be prepared for the opportunities of the workplace - expectations that will be faced as employees or employers; expectations that will be faced as entrepreneurs or volunteers
- assume increasing responsibility for independent and continuous learning, and develop positive attitudes toward learning while in school, in preparation for self-directed, lifelong educational experiences
- learn about themselves and develop positive, realistic self-images
- develop constructive relationships with others, based on respect, trust, cooperation, consideration, and caring as one aspect of moral and ethical behaviour
- develop cultural and recreational interests and realize personal aspirations.

Senior High School Students: Nature and Needs of Senior High School Students

1 Introduction

The student is the central focus of the senior high school. A number of personal characteristics have been identified as desirable for schools to develop in students. These characteristics are listed and defined in the first section, **Developing Desirable Personal Characteristics.** The next section, **Developmental Characteristics of Senior High School Students,** provides information regarding the unique cognitive, social and physical development of the senior high school student. The last section, **Essential Concepts, Skills and Attitudes of Senior High School Students,** provides a composite listing of ten overall categories that includes what is considered necessary for students to develop before leaving high school.

The information contained in these three sections is applied during the design, implementation and evaluation of courses and programs, and the selection of resources at the senior high school level, to ensure that the needs and abilities of students are addressed.

2 Developing Desirable Personal Characteristics

The following statement was passed by order of the Minister and indicates the role that schools play in developing desirable personal characteristics among children of school age.

Children inhabit schools for a significant portion of their lives. Each day, in their relationship with fellow students, teachers and other adults who are in the school, children are exposed to a complex combination of influences, some deliberate and others incidental. In Canada, the common pattern of attitudes derives from many sources, cultural, religious, ethnic and legal. Public schools exist within this culture and it is from this culture that the dominant values of schools emerge.

The school, as the site of a child's formal education, is not the sole or even dominant determiner of student attitudes. Other

important sources of influence include the home, the church, the media, and the community. Educators alone cannot, and must not, assume the responsibility for the moral, ethical and spiritual development of their students. They do, however, play a significant role in support of other institutions. The actions of teachers and the activities that take place in schools contribute in a major way to the formation of attitudes.

Parents and other groups in society clearly expect teachers to encourage the growth of certain positive attitudes in students. These attitudes are thought of as being the prerequisites to the development of essential personal characteristics. For the guidance of all, the following list has been prepared. The list is not a definitive one, nor are the items ranked, but, rather, the list is a compilation of the more important attributes that schools ought to foster.

The Alberta community lives with a conviction that man is unique and is uniquely related to his world. Generally, but not universally, this expresses itself spiritually, through the belief in a Supreme Being (e.g., God). Ethical/moral characteristics, intellectual characteristics, and social/personal characteristics must be treated in a way that recognizes this reality and respects the positive contribution of this belief to our community.

a Ethical/Moral Characteristics

Respectful	– has respect for the opinions and rights of others, and for property.
Responsible	– accepts responsibility for own actions; discharges duties in a satisfactory manner.
Fair/just	– behaves in an open, consistent and equitable manner.
Tolerant	– is sensitive to other points of view, but able to reject extreme or unethical positions; free from undue bias and prejudice.
Honest	– is truthful, sincere, possessing integrity; free from fraud or deception.
Kind	– is generous, compassionate, understanding, considerate.
Forgiving	– is conciliatory, excusing; ceases to feel resentment toward someone.
Committed to democratic ideals	– displays behaviour consistent with the principles inherent in the social, legal and political institutions of this country.
Loyal	– is dependable, faithful; devoted to friends, family and country.

b Intellectual Characteristics

Open-minded	delays judgments until evidence is considered, and listens to other points of view.
Thinks critically	analyzes the pros and cons; explores for and considers alternatives before reaching a decision.
Intellectually curious	is inquisitive, inventive, self-initiated; searches for knowledge.
Creative	expresses self in an original but constructive manner; seeks new solutions to problems and issues.
Pursues excellence	has internalized the need for doing the best in every field of endeavour.
Appreciative	recognizes aesthetic values; appreciates intellectual accomplishments and the power of human strivings.

c Social/Personal Characteristics

Cooperative	works with others to achieve common aims.
Accepting	is willing to accept others as equals.
Conserving	behaves responsibly toward the environment and the resources therein.
Industrious	applies self diligently, without supervision.
Possesses a strong sense of self-worth	is confident and self-reliant; believes in own ability and worth.
Persevering	pursues goals in spite of obstacles.
Prompt	is punctual; completes assigned tasks on time.
Neat	organizes work in an orderly manner; pays attention to personal appearance.
Attentive	is alert and observant; listens carefully.
Unselfish	is charitable, dedicated to humanitarian principles.
Mentally and physically fit	possesses a healthy, sound attitude toward life; seeks and maintains an optimum level of bodily health.

3 Developmental Characteristics of Senior High School Students

The following section further defines the needs of the learner, as they are addressed in the government's policy statement **Secondary Education in Alberta** (June 1985). The recognition of the unique developmental characteristics of senior high students, and the further application of this information in the design, implementation and evaluation of courses and programs at the senior high school level, is an example of how the policy statement addresses the wide range of needs and abilities of students.

How students think, feel and grow affects how they learn, demanding that the education system understand students' cognitive, social and physical development. An informed education system then, aims at meeting and extending student development when choosing activities and teaching methods.

The information given below is not designed to label students negatively or to lower expectations. It is intended to encourage the cognitive, social and physical development of senior high students. It is critical to remember that each student has a unique developmental schedule.

a The Cognitive Domain

The majority of high school students will operate at the **Concrete Operational** level. A small percentage will exhibit **Formal Operational** thinking, particularly in subject areas where they are competent. At the Concrete Operational level, students think logically about things and events, but usually in the context of their immediate experience, having little access to abstract principles from the past or future. They are able to coordinate two aspects of a problem at the same time, and can mentally reverse actions or operations, as for example when they build classification systems and then break them down into subgroups. However, they may have difficulty in projecting a trend or hypothesizing, abilities that develop with formal operational reasoning.

Formal operational thinking is characterized as the development of hypothetical (i.e., if-then) thinking. Students who are thinking in a formal operational sense are able to handle multiple sources of information, and, unlike concrete operational thinkers, have their underlying abilities rooted more in formal logic than in spatial perceptions.

Classroom application of the above means that high school students respond well to concrete, physical objects or experiences that show what a concept "looks like". Questioning techniques that are sensitive to their cognitive level, yet also challenge them to extend their thinking to the formal operational level, are encouraged. Introducing subjects by first finding out what the students already know is developmentally appropriate.

b The Social Domain

Most senior high school students are in transition. They are in the process of:

- refining and particularizing concerns and developmental issues left over from junior high school
- relating interests and capacities to values
- acquiring the information necessary to execute specific plans
- achieving mature relationships with peers of both sexes
- achieving independence (emotional and financial) from parents and other adults
- organizing the transition from school to the world outside
- testing their self-concept, acting on their preferences, controlling more aspects of their lives
- making more independent decisions and choices; accepting the consequences of these decisions and choices
- using internalized social standards to judge their own and others' actions. (About 10% of senior high school students will show that they have principles they have critically examined.)

c The Physical Domain

Until recently, senior high school students were viewed as physically mature. We now know that late adolescents continue to develop physically. They change. Some become taller, some lose weight and some gain weight. They become stronger and more skilled. Their level of endurance increases. And we now know that, if given the opportunities, these students will achieve a higher level of general fitness than at any other time in their lives.

A more complete statement of students' development characteristics can be found in the Alberta Education documents, **Students' Thinking, Developmental Framework: The Cognitive Domain** (1987); **Students' Interactions, Developmental Framework: The Social Sphere** (1988); and **Students' Physical Growth, Developmental Framework: The Physical Dimension** (1988). These are available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9.**

4 Essential Concepts, Skills and Attitudes of Senior High School Students

The following section also arises from the **Secondary Education in Alberta** (June 1985) policy statement. It establishes the essential concepts, skills and attitudes which senior high school students need to acquire in order to achieve success. The list of concepts, skills and attitudes that were identified was organized into ten overall categories:

- self-concept and lifestyle
- interpersonal relations
- critical and creative thinking
- communication
- science and mathematics
- lifelong learning
- citizenship
- career exploration
- consumer and producer awareness
- global and environmental awareness.

The ten overall categories are used to interrelate the various courses and programs at the senior high school level. As well, certain courses or programs have incorporated particular categories that are most appropriate. The development and application of the catalogue of essential concepts, skills and attitudes in design, implementation and evaluation of courses and programs at the senior high school level is an example of how the policy statement is implemented by preparing students for responsible citizenship in an ever-changing society.

A more complete statement, including a detailed listing of concepts, skills and attitudes can be found in the Alberta Education document, **Essential Concepts, Skills and Attitudes for Grade 12** (1987). It is available from the **Central Support Services Branch of Alberta Education, 11160 - Jasper Avenue, Edmonton, Alberta T5K 0L2.**

Senior High School Students: Senior High School Graduation and Articulation Requirements

1 Introduction

Alberta Education issues three high school diplomas: the General High School Diploma, the Advanced High School Diploma, and the High School Equivalency Diploma. As of the 1990-91 school year, it will be possible for students to enrol in the Integrated Occupational Program with the objective of earning a Certificate of Achievement. The diplomas and certificate certify that the holder has successfully completed a prescribed program of instruction.

In response to the policies outlined in the June 1985 document **Secondary Education in Alberta**, the revised requirements for a General High School Diploma and an Advanced High School Diploma are being implemented over three school years, starting in the 1988-89 school term. The requirements for students entering Grade 10 prior to 1988-89 and for each year of the phasing-in of the new requirements are presented on page 16 and in Appendix I.

Eligibility for the Integrated Occupational Program, which leads to the Certificate of Achievement, is outlined on page 35.

2 Assisting Students' Planning

Certain courses are mandatory for the diplomas and the Certificate of Achievement. Some Grade 10 courses are prerequisites for more advanced high school courses. All students should become familiar with the guidelines when planning their Grade 10 program in order to avoid possible difficulties in their later high school years.

Please note that the number of credits for which students are enrolled are not checked by Alberta Education. Principals are urged to ensure that credits are checked carefully in the schools. See Credit Requirements for Graduation (page 16) and Appendix I for details of credit requirements and eligible courses for graduation.

a Student Information Needs

i. Students should be given assistance in the planning of their high school programs. Steps should be taken to secure parents' understanding and concurrence in their children's registration.

ii. In planning a program, the student should keep in mind the requirements for a General or Advanced High School Diploma or the Certificate of Achievement as outlined on pages 16 and 17.

iii. In addition to graduation requirements, a student's choice of subjects in high school may be governed by requirements adopted by the board that has jurisdiction over the student, provided that these requirements do not contravene the provisions of this handbook.

iv. Students under age 16 may take correspondence courses from the Alberta Correspondence School, subject to approval of the principal. Students of age 16 or over may elect to take correspondence courses from the Alberta Correspondence School. These students do not require approval of the principal. For further information about the Alberta Correspondence School see page 46.

v. Successful completion of the requirements outlined on pages 16 to 18 will result in the awarding of one of the three high school diplomas (the General, Advanced or High School Equivalency Diploma) or the Certificate of Achievement.

vi. An Award of Excellence shall be granted to a student who qualifies for the Advanced High School Diploma with no less than 65% in any one of the four required diploma examination courses, and an overall average of 80% or higher in those courses. This Award of Excellence will be noted on the student's Advanced High School Diploma.

vii. Students should be made aware of special programs that are available to meet their individual needs or the needs of their community.

viii. Students identified under Section 23 of the Canadian Charter of Rights and Freedoms may, within the provisions of Alberta's language policy, have the opportunity to complete most of their required course work in French. The Category C requirement for these students is explained on page 19.

ix. Native students may also access resources and programs that are designed to further their knowledge of the Native experience and meet needs that are particular to the Native experience. Alberta Education's policy on Native education is provided in the **Policy Manual** (1989).

x. Students should be made aware of the Rutherford Scholarship Fund for High School Achievement requirements.

b General Requirements for Admission to Post-Secondary Education Institutions

Students who intend to enter any post-secondary institution should be advised to check the calendar of the particular institution or program for admission requirements. Post-secondary institutions have a variety of entrance requirements and students should plan their senior high programs accordingly.

i. Recognition of Alberta Vocational High School Subjects by the Institutes of Technology and Community Colleges

Advance placement may be granted by an institution on the basis of proof of successful completion of a high school vocational program (business or technical) and/or obtaining a passing grade in an institution-administered entrance examination.

Because of the necessity of arranging for individualized programs, students wishing to take advantage of these articulation provisions should write to the registrar of the institute of technology or community college by April 15, giving details of the high school program completed or to be completed and stating the post-secondary program they are interested in. The institutions involved will communicate with students regarding specific information.

ii. Articulation with the Alberta Apprenticeship Board

Some vocational high school programs are similar to the junior periods of some apprenticeship programs. There are particular similarities between the following Alberta Education and Alberta Apprenticeship Board programs:

Building Construction	Carpenter Apprenticeship
Electricity	Electrician Apprenticeship
Pipe Trades	Plumber Apprenticeship
Pipe Trades	Steamfitter Apprenticeship
Automotives	Motor Mechanic Apprenticeship
Auto Body	Auto Body Mechanic Apprenticeship
Sheet Metal	Sheet Metal Mechanic Apprenticeship
Machine Shop	Machinist Apprenticeship
Electronics	Electronic Technician Apprenticeship
Electronics	Communication Electrician Apprenticeship
Related Mechanics	Agricultural Mechanic Apprenticeship
Welding	Welder Apprenticeship
Food Preparation	Cook Apprenticeship
Beautician	Beautician Certification

Refer to Appendix II for guidelines to assist planning high school vocational programs for articulation with the Alberta Apprenticeship Board programs.

3 Credit Requirements for Graduation

The following tables indicate the phasing-in of the credit requirements for the General High School Diploma, the Advanced High School Diploma and the Certificate of Achievement. Changes in credit requirements are highlighted with an arrow (→). The credit allocations shown affect students who enter Grade 10 in the specified school term. Refer to Appendix I for specific information on eligible courses for each phase of the new requirements and the requirements prior to 1988-89.

a General High School Diploma

	CREDITS			
	1987-88①	1988-89	1989-90	1990-91
CORE				
English/Français②	15	15	15	15
Social Studies/Études sociales	10	→15	15	15
Mathematics/Mathématiques	5	5	→ 8	8
Science/Science	3	→ 6	→ 8	8
Career and Life Management/ Carrière et Vie	–	→ 3	3	3
Physical Education/Éducation physique③	2	→ 3	3	3
ADDITIONAL REQUIREMENT				
Two Grade 12-Level Courses④	10	10	10	10
SPECIFIED CREDITS	45	57	62	62
UNSPECIFIED CREDITS	55	43	38	38
MINIMUM CREDIT REQUIREMENT	100	100	100	100

b Advanced High School Diploma

	CREDITS			
	1987-88①	1988-89	1989-90	1990-91
CORE				
English/Français②	15	15	15	15
Social Studies/Études sociales	15	15	15	15
Mathematics/Mathématiques	15	15	15	15
Science/Science	11	11	11	→15
Career and Life Management/ Carrière et Vie	–	→ 3	3	3
Physical Education/Éducation physique③	2	→ 3	3	3
COMPLEMENTARY				
Category C Course Sequence⑤	–	→10	10	10
SPECIFIED CREDITS	58	72	72	76
UNSPECIFIED CREDITS	42	28	28	24
MINIMUM CREDIT REQUIREMENT	100	100	100	100

① Includes all students registered in Grade 10 prior to and including the 1987-88 school term.

② Langue et littérature prior to September 1989.

③ Components of the Physical Education 10 requirements may be waived on the recommendation of the principal, for good and sufficient medical or religious reasons. When a Grade 10 student is unable to meet the requirement for Physical Education 10 for medical reasons, every effort should be made to meet this requirement in Grades 11 and 12. See page 30 for individual or class exemption criteria.

④ Two Grade 12-level courses other than English and social studies.

⑤ Refer to the approved Category C course sequences listed on pages 19 to 21.

c Certificate of Achievement

As of the 1990-91 school year, it will be possible for students to enrol in the Integrated Occupational Program with the objective of earning a Certificate of Achievement. The Certificate of Achievement will be available as of 1992-93 for students who successfully complete the requirements for the Integrated Occupational Program.

	CREDITS
	1990-91
CORE	
English	9
Social Studies	6
Mathematics	3
Science	3
Career and Life Management	3
Physical Education①	3
OCCUPATIONAL	40
SPECIFIED CREDITS	67
UNSPECIFIED CREDITS	13
MINIMUM CREDIT REQUIREMENT	80

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① Components of the Physical Education 10 requirements may be waived on the recommendation of the principal, for good and sufficient medical or religious reasons. When a Grade 10 student is unable to meet the requirement for Physical Education 10 for medical reasons, every effort should be made to meet this requirement in Grades 11 and 12. See page 30 for individual or class exemption criteria.

d High School Equivalency Diploma

ALTERNATIVE ONE①

		MINIMUM REQUIRED CREDITS	ELIGIBLE COURSES
a)	English/Français	5 credits	English 30 & 33/Français 30
	Mathematics/ Mathématiques	5 credits	not specified
	Science/Science	3 credits	not specified
	One Grade 12 Course	5 credits	not specified
	Additional high school courses	42 credits	not specified
		60 credits	
		MAXIMUM ELIGIBLE CREDITS	
b)	Additional high school courses	unspecified	unspecified
	Approved adult education courses under recognized agencies	unspecified	unspecified
	Extensive travel	5 credits	
	Extensive reading or private study	5 credits	
	Maturity②	15 credits	
		40 credits	
MINIMUM CREDIT REQUIREMENT:		100 credits	

ALTERNATIVE TWO③

A person, 18 years or older who has been out of school for at least ten consecutive months, who passes all five tests in the General Educational Development (G.E.D.) test battery with a minimum standard score of 45% or better, and meets the eligibility requirements, will be granted a High School Equivalency Diploma.

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① Further information regarding the High School Equivalency Diploma program may be obtained from the Student Evaluation and Records Branch or the nearest Regional Office of Alberta Education.

② Credits for maturity are granted according to the following scale: age 21 to 24 – 5 credits; age 25 to 29 – 10 credits; age 30 and over – 15 credits.

③ Further information regarding the High School Equivalency Diploma program may be obtained from the Student Evaluation and Records Branch or the nearest Regional Office of Alberta Education.

4 Eligible Course Sequences for Category C

The purpose of Category C is to ensure that students in the Advanced High School Diploma route will have an opportunity to extend and refine their intellectual and practical skills in areas of learning that are not part of the core program. Category C was defined in the policy statement **Secondary Education in Alberta** (June 1985) as encompassing languages, the fine arts and the practical arts. Consequently, the courses that have been identified as eligible for Category C fall within the languages, fine arts and practical arts, and are planned sequences of two or more courses that:

- have defined content (special projects and work experience are therefore excluded)
- offer the opportunity to expand personal interests, abilities or career aspirations
- broaden the students' learning beyond that encompassed by Categories A and B (courses required by either of the A and B categories are therefore excluded). Category A and Category B courses are specified in the Advanced High School Diploma charts provided in Appendix I.

Students must earn no fewer than ten Category C credits. Whether two or three courses, the sequence must culminate at the Grade 12 level. Because of the limited number of eligible two-course sequences, many students will select a three-course sequence (fifteen credits). In some cases, two three-credit courses may be combined at both the 20-level and the 30-level to meet the Category C requirement (for example, Basic Business 20-30 and Marketing 20-30).

A student whose program appears to be unduly restricted because of the application of the Category C regulations may apply to the **Special Cases Committee, Alberta Education, Devonian Building, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2** (refer to page 64 of this handbook).

The following course sequences are eligible to meet the Category C requirement, which is effective for Advanced High School Diploma students entering Grade 10 as of the 1988-89 school year.

a Languages

English 10-20-30①
French 10-20-30
French 10S-20S-30S
French 10N-20N-30N
French Language Arts 10-20-30
German 10-20-30-31
Italian 10-20-30
Latin 10-20-30
Spanish 10-20-30
Ukrainian 10-20-30
Ukrainian 10S-20S-30S
Ukrainian Language Arts 10-20-30

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① Students of parents identified under Section 23 of the Canadian Charter of Rights and Freedoms may present Français 10-20-30 as a Category A diploma requirement. For these students, the Category C requirement is English 10-20-30. Students whose parents are not identified under Section 23 of the Charter may apply French Language Arts 10-20-30 toward the Category C requirement.

b Fine Arts

Art 10-20-30
Art 11-21-31
Drama 10-20-30
Music 10-20-30
Music 11-21-31

c Practical Arts

- Industrial Education①

Industrial Education 10-20-30
Visual Communications 12-22-32
Graphic Arts 12-22-32
Drafting 12-22-32
Related Mechanics 12-22-32
Automotives 12-22-32
Building Construction 12-22-32
Machine Shop 12-22-32
Sheet Metal 12-22-32
Welding 12-22-32
Electricity 12-22-32
Health Services 12-22-32
Horticulture 12-22-32
Auto Body 12-22-32
Electronics 12-22-32
Beauty Culture 12-22-32
Food Preparation 12-22-32
Piping 12-22-32

- Business Education①

Accounting 10-20-30

Computer Literacy 10 Computer Processing 10	→	Computer Processing 20-30

Business Education 10-20-30

Marketing 20 Basic Business 20	→	Marketing 30 Basic Business 30	
Shorthand 20 Office Procedures 20	→	Shorthand 30 Office Procedures 30	
Typewriting 10	Typewriting 20 Dicta Typing 20	→	Typewriting 30 Word Processing 30

- Home Economics②

Clothing and Textiles 10-20-30
Food Studies 10-20-30
Personal Living Skills 10-20-30

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① Industrial education and business education courses have been designed to accommodate some alternatives in the choice of prerequisites. Refer to Appendix III.

② As Personal Living Skills 10-20-30 courses are not sequential, students may integrate the 20- and 30-level courses into any of the home economics course sequences (e.g., Clothing and Textiles 10-20 and Personal Living Skills 30 would be eligible for Category C).

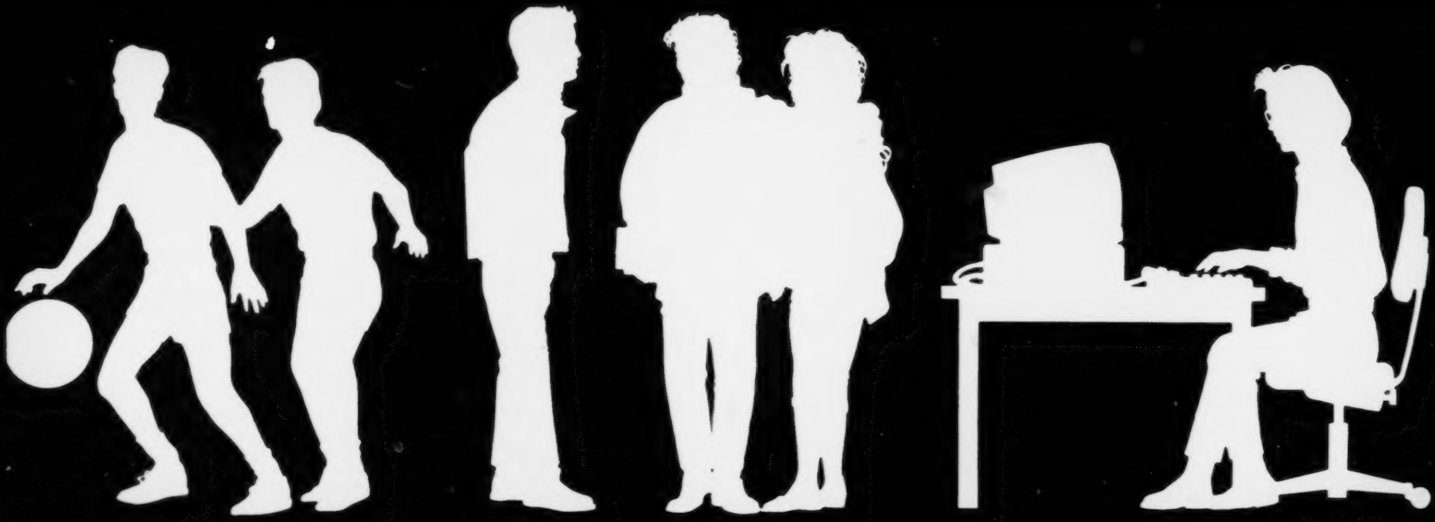
d Locally Developed Courses

Locally developed courses in languages other than English, the fine arts and the practical arts may be accepted for Category C status.

Boards that wish to have a locally developed course designated Category C shall submit the program of studies and supporting board motion to the Curriculum Design Branch, for fine arts courses and practical arts courses, or, for languages other than English, to the Language Services Branch. Submissions should be received prior to April 30 of the first year in which the course would be offered as a Category C requirement.

Refer to the Locally Developed Senior High Course Policy in the **Policy Manual** (1989), available upon written request from **Central Support Services, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2,** for additional information.

Programming



Programming: Senior High School Programming

1 School Organization

School jurisdictions are to develop methods of school organization that best meet the needs of their students. For instance, jurisdictions are encouraged to adopt alternatives to the current Carnegie Unit organizational model where the alternatives are in the best interests of individual students.

Courses at the high school level have been designed so that the knowledge, skills and attitudes identified can be achieved with approximately 25 hours of instruction per credit. It is recognized that some students can acquire the knowledge, skills and attitudes specified in the course of studies in less than 25 hours per credit, while others will require more time.

Any method of delivery must ensure that each student has access to at least 25 hours of instruction per high school credit. Schools are required to ensure that students have access to 1000 hours of instruction per year. Instructional time is defined as time scheduled for purposes of instruction, examinations, and other student activities where direct student-teacher interaction and supervision are maintained.

When methods of delivery of the required course content vary from the time-credit model of organization, the method shall ensure that the student may successfully meet local or provincial evaluation criteria. Schools are required to have their alternative organizational plan approved by their board (if not previously approved by Alberta Education). Schools that have not obtained previous approval from Alberta Education are required to indicate under 'special circumstances' on their Secondary School Program Plan that they are using such a plan and append a copy of the notice of approval.

2 Program Organization

Priority should be given to offering a high school program that enables students to:

- meet diploma requirements (see page 16)
- earn a minimum of 100 credits in three years
- enter post-secondary institutions or to seek employment
- have some opportunity to take complementary courses.

3 Attendance

Attendance at school is compulsory for eligible students who, as of September 1, are six years of age or older and are younger than age sixteen (School Act, Section 8(1)). Section 44(3)(b) of the Act allows school boards to make rules respecting the attendance of students at school. Section 7(b) sets out expectations for student conduct, including regular attendance at school.

4 Numbering Systems of High School Courses

Senior high course numbers designate the grade level and level of academic challenge. Grade 10 courses are designated by the numbers 10-19, Grade 11 courses by the numbers 20-29, and Grade 12 courses by the numbers 30-39.

The 10-20-30 courses are generally those with the greatest academic challenge. The 11-21-31 courses are at the same level of academic challenge as 10-20-30 courses, but extend the learning opportunities in the subject area. The 13-23-33 courses are less academic and more practical than 10-20-30 courses; 14-24 courses are more practical still. The 12-22-32 numbers generally designate industrial education courses, with a strong vocational content.

Courses designated 15-25-35 are locally developed. The course numbers 16-26-36 are reserved for the Integrated Occupational Program.

5 Letter Gradings

The **Rutherford Scholarship Fund for High School Achievement** requires achievement in completed courses, and evaluations, where possible, to be reported in percentages. Subjects in which achievement is reported by letter grades will **not** be considered in the calculation of averages by the scholarship fund administrators.

Evaluations of course work completed in schools outside of Alberta recognized by the Minister shall, whenever possible, be reported in percentages that conform to the Alberta scale.

6 Extension Programs

Extension programs are comprised of three programs: Adult Basic Education, School Extension, and Basic Education. Of these, the School Extension Program is applicable to senior high schools. It includes:

- regular day extension or continuing education programs for those 20 years of age or over in regular high school programs offered by boards, private schools, or community colleges
- day extension for adults in adult high school programs offered by boards, private schools or community colleges
- evening Grades 9 to 12 level adult education programs offered by boards, private schools or community colleges
- summer school Grades 1 to 12 level education programs offered by boards, private schools or community colleges.

Further information is provided in the **Policy Manual** (1989).

Extension programs in senior high education may be offered by boards, accredited private schools, Alberta vocational centres, and private and public colleges.

The requirements noted in this handbook apply to all schools offering senior high school extension courses for credit.

Those boards, centres, or institutions that operated extension programs during the preceding school year will receive the information and materials required for the continued operation of such programs. Those that did not operate extension programs during the preceding school year, but wish to do so, may receive the required information from the zone **Director, Regional Office of Alberta Education.**

7 Special Cases

An individual whose program appears to be unduly restricted by the requirements set out in this handbook may apply directly to the **Special Cases Committee, Alberta Education, Devonian Building, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2,** for consideration (see page 64).

Programming: Information Regarding Various Courses and Programs

1 Additional Course Information

a Agriculture 10-20-30

No provincial program of studies is available for Agriculture 10, 20 and 30. These courses may be developed as extensions of the complementary junior high agriculture courses.

This series of courses is NOT acceptable for meeting the science requirement of either the General or Advanced High School Diploma.

b Driver and Traffic Safety Education 10

Certificates for successful completion of Driver and Traffic Safety Education 10 are distributed upon request by the zone **Director, Regional Office of Alberta Education.**

c English Language Arts

For students who entered Grade 10 prior to September 1988, any two of the following courses may constitute the prerequisite for English 30 or English 33:

2141	**Communications 21a**	**(3)**
2142	**Communications 21b**	**(3)**
2143	**Literature 21a**	**(3)**
2144	**Literature 21b**	**(3)**

Literature 21a and b, and Communications 21a and b, will not be accepted as substitutes for English 20 or 23 for students entering Grade 10 as of September 1988.

Students may earn credit in both English 30 and 33, but not in the same semester.

d Industrial Education

A student wishing to establish a prerequisite to a "22" course shall take either:

i. two modules from the appropriate Industrial Education 10-20-30 course at the five-credit level, (or)

ii. a "12" or "15" course for five credits in the appropriate vocational program, (or)

iii. half of each of two "12" or "15" courses. Such half courses should be registered as Practical Arts 15(a) and Practical Arts 15(b).

Consult the **Industrial Education Manual for Guidance to Teachers, Counsellors and Administrators** (1983) and the **Policy Manual** (1989) for course prerequisites and sequences. Both documents are available from **Central Support Services, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2.**

e Music - Private Study

When a student requests music credits for private study, a principal may grant five credits for each of Music 10 or 11 (but not both), 20 or 21 (but not both), 30 or 31 (but not both). Music 10, 20 and 30 refer only to singing; Music 11, 21 and 31 refer only to instrumental music.

Credits for work in private music study completed in previous years may be applied to courses in advance of the student's current grade level.

If a student presents an official transcript verifying that the student has achieved the learner expectations required for the equivalent of Grade 12 credit, the principal shall recommend the awarding of a maximum of fifteen credits in music (five each for Grade 10, Grade 11, and Grade 12), whether or not the student has documentation for all the required components for equivalent credits for Grades 10 and 11.

Similarly, if a student has achieved the learner expectations required for Grade 11 equivalency, the principal shall recommend the awarding of ten credits in music (five each for Grade 10 and Grade 11).

The chart on page 29 provides the information necessary for principals to recommend the awarding of credits for music taken by private study.

The principal shall evaluate the documents, using an evaluation form supplied by the Student Evaluation and Records Branch. A copy of the completed evaluation form shall be forwarded to the **Student Evaluation and Records Branch, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2.** To obtain credit, students must pass both the practical and the theory or harmony components listed in the chart for that grade level. Marks submitted by schools to Alberta Education should be calculated as follows for each grade level:

Practical Component (Grade Level) - 70% of mark submitted
Other Components (Theory and Harmony) - 30% of mark submitted

Note: Principals shall only recommend credits on the basis of official transcripts as issued by the **Western Board of Music**, the **Royal Conservatory of Toronto**, or **Mount Royal College, Calgary**. Diplomas, photocopies of diplomas, or photocopies of transcripts are themselves insufficient for evaluation purposes.

In those instances where a student does not provide an official transcript for each lower grade level being evaluated, the principal shall report a mark of "P" or "pass", not a percentage score when recommending the award of retroactive credits.

CHART SHOWING COURSES IN WHICH CREDITS MAY BE RECOMMENDED FOR MUSIC TAKEN BY PRIVATE STUDY

Revised 1988

		Grade 10	Grade 11	Grade 12
Western Board of Music	Singing①	Grade 6 + Theory II	Grade 7 + Theory III	Grade 8 + Theory IV
	Piano, Strings②	Grade 6 + Theory II	Grade 7 + Theory III	Grade 8 + Theory IV
	Woodwind,③ Brass,④ Percussion, Recorder	Grade 3 + Theory II	Grade 5 + Theory III	Grade 7 + Theory IV
Royal Conservatory of Toronto	Singing①	Grade 6 + Theory I	Grade 7 + Theory II	Grade 8 + Theory II + Harmony III
	Electronic Organ, Pipe Organ, Organ	Grade 6 + Theory II	Grade 7 + Theory III	Grade 8 + Theory IV
	Piano, Strings,② Accordion, Guitar	Grade 6 + Theory I	Grade 7 + Theory II	Grade 8 + Theory II + Harmony III
	Woodwind,③ Brass,④ Percussion, Recorder	Grade 4 + Theory I	Grade 6 + Theory III	Grade 8 + Theory II + Harmony III
Mount Royal College, Calgary	Singing①	Grade 4 + Theory I	Grade 6 + Theory II	Grade 8 + Theory II + Harmony III
	Piano, Strings②	Grade 6 + Theory I	Grade 7 + Theory II	Grade 8 + Theory II + Harmony III
	Woodwind,③ Brass,④ Percussion	Grade 6 + Theory I	Grade 7 + Theory II	Grade 8 + Theory II + Harmony III

① All singing courses count as Music 10, 20 or 30 respectively for high school credits. All others are to be used for Music 11, 21 or 31 respectively.

② Strings include violin, viola, violoncello and double bass only.

③ Woodwind includes flute, oboe, bassoon, clarinet and saxophone only.

④ Brass includes trumpet, horn (French horn), trombone, euphonium and tuba only.

f Native Education

Native students who reach high school may require additional support to help them complete high school programs. Native people throughout the province have stated, however, that they want their children to complete regular secondary school requirements with no reductions in standards. The **Native Education Project** of Alberta Education assists school systems to provide such supports to Native students.

The province provides special grants to school systems with significant numbers of Native students. Basic and other classroom resources (print and video), as well as a teacher resource catalogue and Native language programs, have been developed by the Native Education Project. Contact the Native Education Project at 427-2043 for information on available resources.

The project will also help deal with issues in Native education that concern students, parents and school employees, and will help inservice teachers and administrators who would like to be more informed about Native education initiatives.

Alberta Education's policy on Native education is to increase the understanding and awareness of all students in Alberta about Native cultures, lifestyles and heritage. Native issues can be explored in high school social studies, especially in Grade 10. Native issues and culture may also be explored in art, drama, science and other areas of the curriculum. Students, teachers and administrators may also explore Native issues in Alberta through a locally developed Native studies course. Locally developed Cree and Blackfoot language and culture courses are also offered in the province. More information on these courses is available from the **Language Services Branch of Alberta Education** at 427-2940.

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g Physical Education – Exemptions

As an integral part of the well-balanced physical education program, each of the seven dimensions of the program utilizes carefully selected activities to contribute to the development of the physically educated individual. In the following specified circumstances, however, exemptions may be warranted:

CATEGORY	CONDITIONS FOR EXEMPTION	PROCEDURES AND APPROVAL PROCESS	ALTERNATIVE EXPERIENCES
INDIVIDUAL	Religious beliefs	• Statement in writing from parent to principal	• When exemption is granted, alternative activities consistent with the goals and objectives of the physical education program should be substituted where practicable.
INDIVIDUAL	Medical	• Certification to principal by medical practitioner with statement of activities to be avoided	
CLASS	Access to facilities	• Initiated by board or parent • Approved by the local board or school governing authority • Exemption shall be registered on the Secondary School Program Plan and approved by the Alberta Education Regional Office serving the area.	

When a Grade 10 student is unable to meet the requirement for Physical Education 10 for medical reasons, every effort should be made to meet this requirement in Grades 11 or 12.

h Religious Studies

Students may access courses in religious studies, depending on school board policies. For further information, see the policy on Locally Developed Religious Studies Courses in the **Policy Manual** (1989), available from **Central Support Services, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2.**

i Second Languages

Courses in second languages are available at several levels of proficiency. Grade 10-level courses in second languages in senior high school are intended for students beginning the study of a second language. Students following the 1980 six-year programs in French and Ukrainian should be registered in 10S, and students following the 1980 nine-year French program should be registered in 10N. Students not in the 1980 six-year or nine-year programs, but who show proficiency in a second language, should be considered for 20-level courses in order that articulation and continuity of the programs can be maintained.

Principals may recommend credit in French 30 for students who have successfully completed one of French 20S, French 20N or French Language Arts 20 (previously Langue et littérature 20). In such cases, the student's mark is to be submitted for French 30 only. This provision is currently under review and may be withdrawn when proficiency-awarded credits are in place.

For students identified under Section 23 of the Canadian Charter of Rights and Freedoms, and for French Immersion students, Français 10-20-30 and French Language Arts 10-20-30, respectively, replace the Langue et littérature course sequence. Students previously enrolled in Langue et littérature 10 or 20 may register in Français 20 or 30 or French Language Arts 20 or 30, as appropriate.

Both 31-level and 30-level courses in German are recognized for university admission requirements. Generally, students who complete 31-level courses develop greater proficiency in the second language studied. The same applies to 30S and 30N courses in French and Ukrainian.

Locally developed courses in other second languages are also available (see Appendix IV). Contact the **Language Services Branch** at 427-2940 for further information.

j Social Sciences/ Social Studies

The role and purpose of the social science courses are being reviewed. For students entering Grade 10 as of September 1988, social science courses will not be accepted as substitutes for social studies credit requirements.

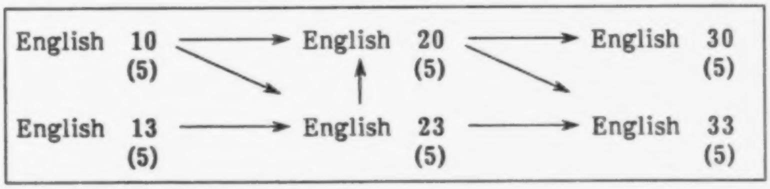
i. A maximum of 18 credits in the social sciences may be applied toward a high school diploma in addition to the 15 credits that could be earned in Social Studies 10-20-30.
ii. Though none of the social science options has been designated as a 10-level course, principals may allow Grade 10 students to enrol in any of the 20-level social science options. Similarly, principals may allow Grade 11 students to enrol in 30-level social science courses.
iii. Some faculties will accept two of the 30-level social science courses for purposes of university entrance. Counsellors are encouraged to consult university calendars and/or contact pertinent faculties before advising students to include such courses in their programs.
Note: Law 20 and Law 30 are business education courses, not social science courses.
iv. For students who entered Grade 10 prior to 1988-89:
  - Social science courses may be applied toward the social studies credits required for graduation by students who entered Grade 10 prior to 1988-89.
  - High school requirements may be satisfied by successfully completing Social Studies 10 or 13 and Social Studies 20 or 23, or by taking Social Studies 10 or 13 and a minimum of five credits in the social sciences.
  - Social Studies 20 is the preferred prerequisite for Social Studies 30.

2 Recommended Transfer Points

Provincially developed programs are being designed to accommodate transfer between course sequences at particular points. The following transfer points are recommended by Alberta Education for programs that will be in effect as of September 1990. Special circumstances may warrant student transfer at other points in the curriculum.

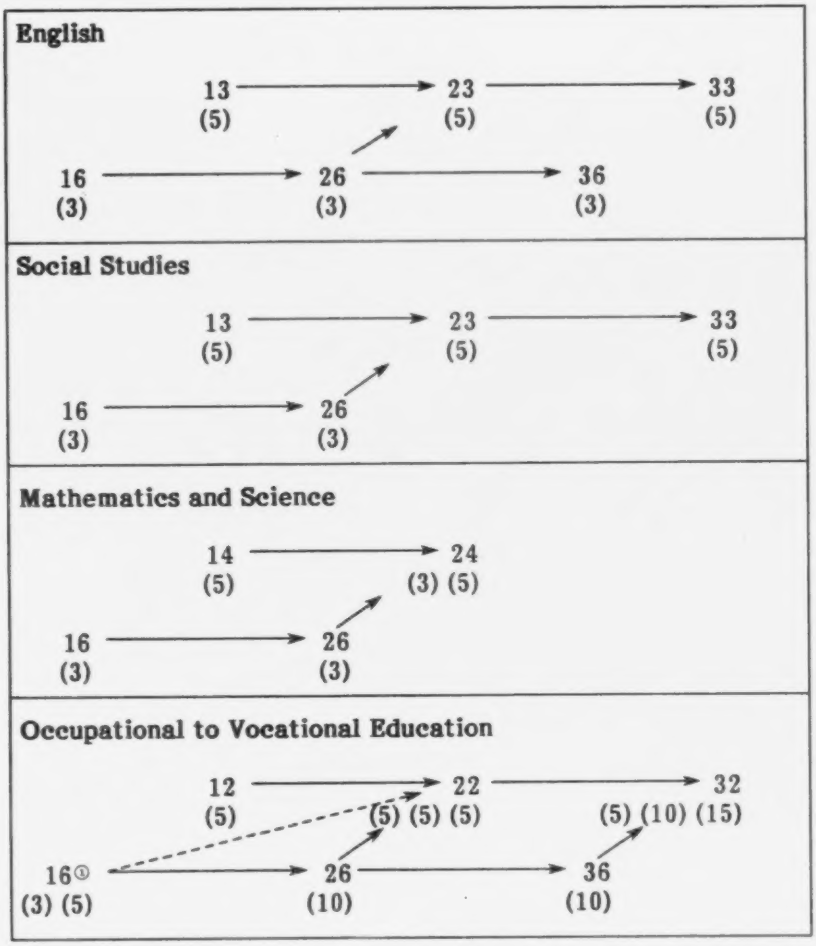
Boards shall have a policy that states clearly the criteria to be met by a student who wishes to change program routes.

a English Program Recommended Transfer Points



A student may earn credit in English 30 and 33 but may not take both courses in the same semester.

b Integrated Occupational Program Recommended Transfer Points to the General High School Diploma Program



Administrators may refer to the **Integrated Occupational Program Information Manual for Administrators, Counsellors and Teachers** for further information regarding student transfer to the General High School Diploma route. The manual is available from the **Integrated Occupational Program Project, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2.**

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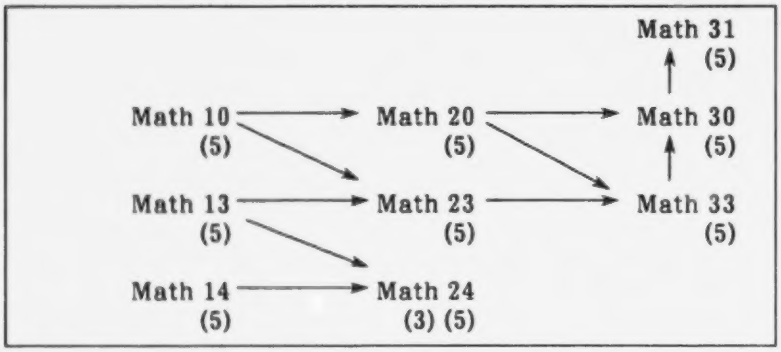
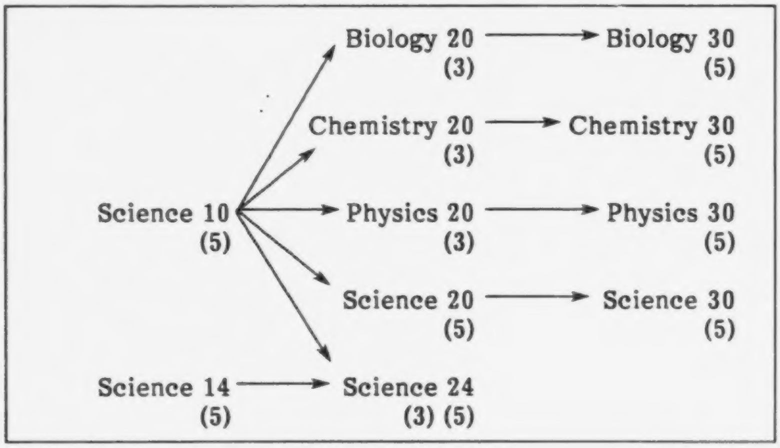
① Where there is course equivalency, and at the principal's discretion, a student may transfer from a 16-level occupational course directly to a 22-level vocational education course.

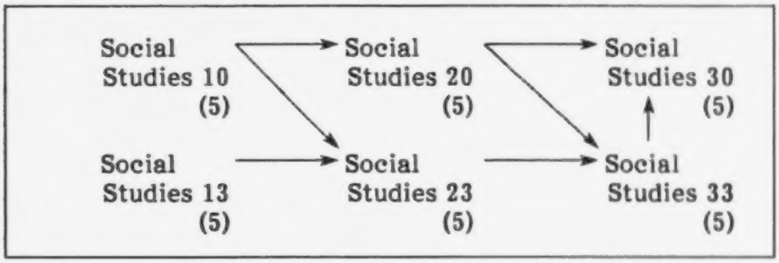
c Mathematics Program Recommended Transfer Points



d Science Program Recommended Transfer Points



e Social Studies Program Recommended Transfer Points



3 Instruction in Languages Other than English

a Students Identified Under Section 23 of the Canadian Charter of Rights and Freedoms

Section 5 of the School Act states that where individuals have rights under Section 23 of the Canadian Charter of Rights and Freedoms to have their children receive instruction in French, their children are entitled to receive that instruction in accordance with those rights wherever in the province those rights apply. School jurisdictions should consult the **Language Education Policy for Alberta** and the **French Language Regulation** in the **Policy Manual** (1989).

b Immersion Programs

According to Section 6 of the School Act, a board may authorize the use of French or any other language as a language of instruction. School jurisdictions are asked to consult the **Language Education Policy for Alberta**, the **French Language Immersion Regulation** and the **Languages Other than English or French Regulation** contained in the **Policy Manual** (1989). Additional information is available from the **Language Services Branch** at 427-2940.

4 Academic-Occupational Program

The purpose of the Academic-Occupational Program is to help students who have major difficulty keeping up with their peers in regular school courses. With the approval of their parents, these students may be placed in special classes designed to prepare them for direct entry into an occupation. Parental approval is not required for students age 18 and over. Students and parents should be aware that not all high school courses in the Academic-Occupational Program may earn credits toward a high school diploma.

School jurisdictions wishing to offer the Academic-Occupational Program shall develop a program based on the Alberta Academic-Occupational Program guidelines. Annual approval of the program shall be obtained from the Director, Regional Office of Alberta Education (or designate) serving the area.

The Grade 10 Academic-Occupational Program will be replaced by the Integrated Occupational Program as of September 1, 1990.

For further information regarding program policy, regulations, guidelines and procedures, please contact the nearest **Regional Office of Alberta Education.**

5 Integrated Occupational Program

Beginning in September 1989, the Integrated Occupational Program (I.O.P) will be available to students in Grades 8 and 9, in jurisdictions that choose to offer the program. The Grade 10-level of the Integrated Occupational Program will be available to senior high schools in 1990-91. The Integrated Occupational Program is a five-year program that begins in the eighth year of schooling, and continues through the twelfth year of schooling. Most students entering the senior high I.O.P. will have completed the junior high I.O.P. Certificates of Achievement will be awarded to successful graduates of the Integrated Occupational Program as of June of 1993.

The program is intended for students who experience difficulties in the regular secondary school program. The academic courses focus on the development of skills necessary for everyday living at home, in their community and on the job. The basic skill development in these courses is directed to improving students' skills in communication, computation and social relationships. The occupational courses provide the students with the opportunity to apply their academic skills and, at the same time, prepare the students for entry-level job opportunities in various trade and service areas. The eight occupational families are: **agribusiness, business and office operations, construction and fabrication, creative arts, natural resources, personal and public services, tourism and hospitality, and transportation.** Community partnership is integral to all I.O.P. courses.

Although core courses in the Integrated Occupational Program are designated three-credit courses, schools are encouraged to provide more instructional time than would normally be allocated for a three-credit course if this will help to ensure student success.

Some students in the Integrated Occupational Program may wish to transfer to the General High School Diploma route. Should this transfer occur, ten credits in 36-level courses from any occupational family satisfy the two Grade 12 course requirements of the General High School Diploma. Normally, within the senior high school Integrated Occupational Program, transfer would occur following completion of Grade 11. These students would likely need to spend an additional year in high school in order to complete the General High School Diploma requirements. See page 33 for the recommended transfer pattern to the General High School Diploma.

To qualify for funding, jurisdictions must demonstrate that a five-year program is available to students. Agreements between jurisdictions are possible to fulfil this requirement. For example, one jurisdiction may offer the junior high portion of the program, while another jurisdiction offers the senior high portion.

Further information is provided in the **Integrated Occupational Program Information Manual for Administrators, Counsellors and Teachers,** available from the **Integrated Occupational Program Project, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2** and the **Policy Manual** (1989), available upon written request from **Central Support Services, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2.**

6 Special Education

Modifications to the regular programs of study have been developed by Alberta Education for pupils in the following special education programs: educable mentally handicapped, trainable mentally handicapped, dependent handicapped, visually impaired, and hearing impaired.

Curriculum guides are available for these programs and include material for junior and senior high school pupils (see page 87). For further information regarding special education programs, please contact the **Executive Director, Alberta Education Response Centre** at 422-6326 or the zone **Director, Regional Office of Alberta Education.**

Special education students taking regular curriculum courses will be expected to meet course requirements.

7 Special Project Credits

a Purpose

Special project credits are designed to recognize work undertaken by students on an individual or small group basis and should not be used as a means of offering credits for unapproved courses. Students may enrol in Special Projects 10, 20 or 30. Special Projects 20-30 do not have prerequisites.

Special project credits perform two major functions:

i. Students become involved in the selection, planning and organization of their own programs.
ii. Students pursue activities in which they have considerable interest or ability but which are not within the scope of the regular curriculum or the programs being offered in the school.

b Procedures

Requirements for special project credits are:

i. Each project shall be carried out under the supervision of a teacher.
ii. Special project credits shall not be awarded for student activities that would be considered a normal part of extracurricular or co-curricular activities generally offered by a school (e.g., school team sports, school newspaper, yearbook).
iii. In instances where a student enrols in more than one special project, credits shall not be approved unless the projects vary substantially from year to year or demonstrate increased levels of proficiency.
iv. Students are required to submit a clearly planned proposal to the principal for approval.

The proposal should include:
- a description or outline of the project
- the number of hours of work expected to complete the project
- a method by which the project would be carried out
- a description of the expected result
- evaluation procedures as outlined by a teacher
- an expected completion date
- name of the supervising teacher.

v. The principal shall retain a copy of each special project proposal until the project is completed.
vi. The opportunity to earn special project credits shall be available to all students, including those attending an authorized summer school.
vii. The content of the special project need not be related to a specific school subject.
viii. If a special project is related to a specific school subject, the content of the project shall be distinct from and in addition to regular course requirements.

ix. **Projects shall be completed and reported to the principal prior to the conclusion of the semester or full term.**

x. **Where a project takes a student into the workplace, the work site shall be registered with the nearest Regional Office of Alberta Education as a work experience placement.**

xi. **Special project credits may be applied toward the Advanced and General High School Diplomas.**

xii. **Students who successfully complete projects are granted three credits for 75 hours of work or five credits for 125 hours of work in any one semester, or full term on the approval of the principal.**

xiii. **School jurisdictions shall develop policies to ensure overall consistency and standardization of procedures governing special projects in their schools. Evaluation and reporting procedures should be included in the policy.**

8 Community Partnerships/ Work Experience Education

Work experience education is a major component of the community partnership concept addressed in the policy statement **Secondary Education in Alberta** (June 1985). It involves a cooperative effort of the school and the community to further the students' personal development, career planning, occupational knowledge and skills. Work experience enhances a student's in-school studies with on-the-job experiential learning activities in business, industry, government and community service.

Work experience education must be approved by the Minister, under Section 37 of the School Act.

The work experience education program of studies is comprised of two major components, work study and work experience.

- **Work Study (integrated within a course):** experiential learning activities under the cooperative supervision of the subject area teacher-coordinator and the employer that are undertaken by a student as an integral part of an approved school course.
- **Work Experience 15-25-35 (separate courses for credit):** courses that provide experiential learning activities undertaken by a student as an integral part of a planned school program that is under the cooperative supervision of a teacher-coordinator and the employer.

Specific procedures and legislation about work experience education is provided in the **Work Experience Education Manual** (1983), and the **Policy Manual** (1989), available upon written request from **Central Support Services, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2.**

Administration

Administration: Governance of Education

1 Introduction

The School Act sets out the legal parameters that govern the education of students in the Province of Alberta. The management, operation and powers of boards are specified by the Act.

The School Act gives the Minister the authority to set regulations in particular areas. Regulations provide clarification of key words and concepts used in legislation. Regulations indicate what is required by law or enable action under the law.

Provincial policies outline Alberta Education's position on significant educational issues.

Procedures specify how a policy will be administered. They outline mandatory and discretionary activities, responsibilities and funding mechanisms.

The governance of education in Alberta is guided by the following principles:

- policies and procedures rather than rules and regulations will continue to be used for setting educational goals and directions
- the province will continue to provide consistent direction while encouraging flexibility and local discretion at the board and school level by keeping regulations to a minimum
- nothing in Alberta Education's regulations, policies or procedures can detract from the objectives and underlying principles of the School Act.

The **Policy Manual** (1989) has been developed for boards, private schools and private ECS operators for the following purposes:

- to communicate the position of Alberta Education on key issues, and the resultant policies, regulations and procedures
- to assist boards and schools to access provincial resources.

Copies of the **Policy Manual** (1989) are available upon written request to **Central Support Services, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2.**

Schools operate under the direct authority of the board or school governing authority. All actions undertaken by the principal, as referenced in this handbook, shall be in accordance with board policy. Local policies and procedures shall be consistent with the requirements of Alberta Education.

2 Regulations

The following sections provide a synopsis of those regulations that are relevant to the operation of high schools. For the complete regulations, refer to the **Policy Manual** (1989). The section of the School Act to which these regulations refer is noted in parentheses.

a Evaluation of Students

(Section 25 (3)(c))

The regulation describes how provincial tests, examinations or other methods of evaluating student achievement are conducted. It provides for a directive to be issued that will outline Alberta Education's administrative and procedural requirements for evaluating students.

The new regulation also provides for the eviction of a person from an examination, and the right to appeal such decision; for the security necessary for an evaluation, penalties for violating that security, and an appeal mechanism; and for a review of the results of an evaluation and an appeal of that decision to the Minister.

b French Language Immersion

(Section 6 (2))

This regulation allows a board to authorize a French Language Immersion program by passing a resolution and informing the Minister in writing.

This program is for students who wish to learn French as a second language. This program does not meet the full requirements of students whose parents have Section 23 Charter rights.

Notwithstanding Section 3 of the School Act, the amount of time French is used as the language of instruction in a senior high French immersion program shall be not less than 40% of each school day.

c French Language

(Section 5 (1))

This regulation addresses the right of French language education according to Section 23 of the Canadian Charter of Rights and Freedoms.

The regulation allows a parent to apply to the resident board for the student to be placed in a French language education program. The board then determines if the number of eligible resident students warrants provision of a program. If not, the board is required to consider the surrounding area, to see if in this new area numbers of eligible students warrant the provision of a program.

d Home Education
(Section 23 (3))

This regulation recognizes a parent's right to choose a home education program, provided that the program meets the requirements of the regulation and is under the supervision of a board.

The regulation provides parents with two alternatives with regard to supervision. They may notify their resident board of their desire to educate their child at home, or they may contact a "willing non-resident board" for supervision.

Provided the parent meets all the criteria for notification in Section 2 of the regulation, and the home education program meets all the requirements of Section 3 of the regulation, the board shall then supervise the program. In the case of a willing non-resident board, the resident board must be notified.

The regulation also provides for the termination of a home education program when reasonable student achievement is not being shown.

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e Languages Other than English or French
(Section 6 (2))

This regulation allows a board to authorize, by resolution, a program that offers instruction in a language other than English or French by informing the Minister in writing.

English shall be used as the language of instruction for not less than 50% of the day for each pupil, or the equivalent amount of time for a semestered program.

A board may commence a third language course if English is used for not less than 35% of the day, or an equivalent amount of time in a semestered program.

Section 74 (2) of the School Act now allows a board to employ a competent individual to teach a language or culture under the supervision of a certified teacher.

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f Private Schools
(Section 22 (6))

This regulation sets out the requirements for registered and accredited private schools.

The application for registration sets out the minimum requirements to be provided for registration and the additional requirements for accreditation.

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g Student Records
(Section 18 (8))

This regulation sets out a list of what the student record shall contain, including whether or not the student's parents wish to exercise their rights under Section 23 of the Canadian Charter of Rights and Freedoms.

3 Provincial Policies

The **Policy Manual** (1989) contains provincial policies that affect the operation of schools. The following policies are relevant to senior high school:

a Education Programs

- Private Schools
- Home Education
- Special Education Services
  - Special Education
  - Education of Disabled Adults
  - Institutional Services
- Official and Other Languages
  - French Language
  - French Language Immersion
  - Languages Other than English or French
  - English as a Second Language
- Academic-Occupational
- Integrated Occupational
- Vocational
  - Vocational Education
  - Off-Campus Vocational Education
  - Work Experience
  - Work Study
- Native Education
- Provincial Schools
  - Alberta Correspondence School
  - Alberta School for the Deaf
- Community Schools
- Extension
- School Libraries
- Program Continuity
  - ECS-Elementary
- Controversial Issues

b Operations Management

- Student Records
- Program and Course Approval
  - Locally Developed Courses
  - Programs Not Prescribed by Minister
  - Locally Developed Religious Studies Course Policy

c Appeals

- Special Needs
- Attendance Boards
- Concerning Students

d Provincial Monitoring, Evaluating and Auditing

Student
Teacher
  Teacher Evaluation
  Practice Review of Teachers
Program, School and System

e Communicating Education Results

Annual Education Report

4 Handbooks and Bulletins

Handbooks and bulletins are developed to assist boards, administrators and teachers to implement the objectives and underlying principles of the School Act.

There are three handbooks available: the **ECS/Elementary School Handbook,** the **Junior High School Handbook** and the **Senior High School Handbook.** These are issued under the authority of the Minister pursuant to Section 25 of the School Act.

The following bulletins are produced each year by the **Student Evaluation and Records Branch, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2.**

General Information Bulletin - Grade 12 Diploma Examinations Program
Provincial Report - Diploma Examinations Program, January Administration
Provincial Report - Diploma Examinations Program, June Administration

Administration: Instructional Delivery

1 Programs of Study

A course or a program of studies is issued under the authority of the Minister pursuant to Section 25 of the School Act. It outlines the mandatory requirements of the course or program. Courses or programs of study that are under development will contain the following components:

- Philosophy and Rationale
- Learner Expectations – General and Specific

Programs of Study are indicated in the **Alberta Education Publication List** and are available upon written request to the **Central Support Services Branch, Alberta Education, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2.**

2 Curriculum Support

Curriculum support materials and activities are designed to assist teachers to implement the course or program of studies. Support materials include both print and non-print items; support activities include orientation sessions or workshops. Information about curriculum support materials and activities is available from the **Curriculum Support Branch** at 422-4872.

The provision of curriculum support is a responsibility shared by boards and Alberta Education. Curriculum support titles and prices are listed in the **Buyers Guide** and are available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9.**

3 Learning Resources

In terms of provincial policy, learning resources are those print, non-print and electronic software materials used by teachers or students to facilitate teaching and learning.

Alberta Education approves learning resources that fall into three categories: basic, recommended and supplementary.

Basic and recommended learning resources are available from the **Learning Resources Distributing Centre.** Supplementary learning resources can be specially ordered through the LRDC or ordered directly from the publisher or producer.

Information about each basic and recommended learning resource and a set of bibliographical data, including the price of the resource, is provided in the LRDC **Buyers Guide** and supplements, which are forwarded to schools three or four times a year. The **Buyers Guide** is available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9.**

An additional 25% subsidy is applicable to basic learning resources that are purchased from the LRDC by eligible or approved school authorities.

a Basic Learning Resources

Basic learning resources are approved as being the most appropriate for meeting the majority of the learner expectations of courses, or the learner expectations identified for substantial components of courses outlined in the provincial programs of study.

Basic learning resources are also those productivity software programs (e.g., word processors, spread sheets, data bases, integrated programs) approved by Alberta Education that can be used to achieve learner expectations across two or more grade levels, subject areas, or programs.

b Recommended Learning Resources

Recommended learning resources complement basic learning resources by making an important contribution to the attainment of one or more of the general learner expectations of courses or the learner expectations identified for substantial components of courses outlined in the provincial programs of study.

c Supplementary Learning Resources

Supplementary learning resources support courses outlined in the provincial programs of study by enriching or reinforcing the learner expectations.

4 Alberta Correspondence School

The Alberta Correspondence School can augment local educational programs by providing instruction to students for whom classroom instruction cannot be provided in desired subjects.

a Registration and Fees

Students under 16 years of age who are attending school shall obtain the approval of the superintendent, principal or designate, prior to registering in Alberta Correspondence School courses.

Registration fees for students who are directed to enrol in Alberta Correspondence School courses are the board's responsibility. This applies to students of all ages.

Students age 16 and over who enrol directly in Alberta Correspondence School courses are responsible for paying their own registration fees.

Students who are living in unorganized territories or who reside outside of Alberta may apply directly to the Alberta Correspondence School. Alberta Education will assume the registration fees for Alberta students living in unorganized territories who are under 19 years of age.

b Monitoring Student Progress

In the case of students who are attending school, the Alberta Correspondence School will send status reports on student progress at regular intervals throughout the year to principals.

c Additional Board Responsibilities

The principal, counsellor, or willing non-resident board, should assist the student to select suitable courses, obtain the required textbooks and other materials, establish timetable periods for correspondence study, and arrange for writing final tests.

The Alberta Correspondence School does not lend textbooks that are currently available from the **Learning Resources Distributing Centre at 12360 - 142 Street, Edmonton, Alberta, T5L 4X9.** Students attending a school may purchase the required textbooks from the **Learning Resources Distributing Centre** or may obtain books from their school, in accordance with board policies. Out-of-print textbooks, identified in Alberta Correspondence School handbooks by a double asterisk, may be borrowed by a student registered in an Alberta Correspondence School course, provided the student submits a refundable deposit. Other learning resources, such as computer software, laboratory kits, audio tapes, and videotapes which are integral to a correspondence course package are available from the Alberta Correspondence School. Please consult Alberta Correspondence School handbooks and the Learning Resources Distributing Centre **Buyers Guide** for availability and cost of learning resources.

Further information about the services available, registration procedures, fees and course materials may be obtained by contacting the **Student Services Department, Alberta Correspondence School, Box 4000, Barrhead, Alberta, T0G 2PO,** or by telephoning **674-5333.**

d Home Education

Under the School Act (Section 23(3)), parents or guardians who wish to provide their children with a home education program that uses Alberta Correspondence School courses must do with the authorization of their local superintendent of schools.

Monitoring student progress in a home education program is the responsibility of the resident or willing non-resident board that originally enrolled the student in the program. Monitoring remains the originating board's responsibility, whether or not the student remains in the jurisdiction.

In the case of home education students who are under age 16, the Alberta Correspondence School will send status reports on student progress at regular intervals throughout the year to jurisdiction offices.

5 Distance Learning Projects

Alberta Education is conducting two distance learning pilot projects: the Distance Learning in Small Schools project and Distance Learning Project North. These projects involve students who are registered in low enrolment schools. The projects are designed to promote independent learning and allow for continuous progress. Further information on the Distance Learning in Small Schools Project and the Distance Learning Project North can be obtained from 422-1719 and 674-5333, respectively.

Administration: Awarding Course Credits

1 Introduction

The School Act (Section 25 (3)(b)) enables the Minister to make regulations governing the granting of credits. At the completion of a semester or a school year, students shall be awarded credits upon the receipt of recommendations from the principal, subject to the following:

- The Secondary School Program Plan form has been properly completed and forwarded to the zone **Director, Regional Office of Alberta Education.**
- The program as shown in the Secondary School Program Plan is approved by the zone **Director, Regional Office of Alberta Education** (or designate).
- The school has complied with the following departmental requirements:
  - student instruction is provided by qualified teachers holding valid Alberta teaching certificates
  - instructional time allocated to each subject meets minimum times specified by Alberta Education. Any alternative method of organization shall be approved by the board (if not previously approved by Alberta Education) and indicated under "special circumstances" on their Secondary School Program Plan. A copy of the notice of approval shall be appended to the Secondary School Program Plan
  - the content of each subject follows that outlined in the Program of Studies for Senior High Schools and/or course approved by the Minister and/or by the local board
  - the senior high school is operated in accordance with the **Senior High School Handbook**
  - changes that occur after the initial submission of the Secondary School Program Plan are endorsed and submitted to the regional office by the superintendent (or, in the case of accredited private schools, by the principal) for approval within 30 days of the change

- **student evaluation is carried out in accordance with board or local school authority policy and is consistent with provincial policy**
- **school marks in diploma examinations subjects and final marks in all other senior high school subjects are endorsed by the principal in accordance with board policy. School marks are subsequently submitted to Alberta Education for recording, at a time and in a manner determined by the Minister.**

2 Secondary School Program Plan

Prior to school opening, the Secondary School Program Plan form is sent to all schools in which senior high school grades are taught. All secondary schools shall use this form to document their program organization. Detailed instructions are supplied with the form.

By signing the Secondary School Program Plan, the principal and superintendent certify that the departmental requirements outlined above have been or will be met.

3 Special Circumstances

The principal shall describe all special or unusual circumstances relative to the school organization on the Secondary School Program Plan. Special provisions in the school plan to accommodate these circumstances shall be approved by the superintendent prior to submitting the Secondary School Program Plan to the zone **Director, Regional Office of Alberta Education.**

4 Rules Governing Awarding of Credits

- **To earn the credits attached to all high school courses, a student shall achieve at least 50% ("C" standing) in each course.**
- **Credits will not be granted for courses that a student has previously passed and been awarded credits. In the case of a student repeating a course, the higher mark will be recorded on the student's record and transcript.**

5 Provisions for Students Affected by Transitional Diploma Requirements

Alberta Education recognizes all course credits earned prior to September 1, 1984 for the awarding of the General High School Diploma.

Students registered in Grade 11 or 12 in September 1988 follow the 1987-88 diploma requirements for graduation. Should circumstances prevent these Grade 11 or 12 students from completing the graduation requirements by 1990, they will be granted a reasonable period (five years from entry into Grade 10) to complete the non-diploma examination course requirements. Any deficiencies in diploma examination courses shall require the writing of diploma examinations that may reflect new program content.

Students may apply any completed diploma examination subject requirements toward the Advanced High School Diploma, provided they have earned a final course mark of 50% or higher.

6 Course Sequence Transfer

The provision for course transfer enables students to change course sequences, when necessary, to more appropriate levels of challenge. The recommended transfer routes for each program area are given on pages 32 to 34.

When transferring from a 10-20-30 sequence to a 13-23-33 sequence, or from a 13-23-33 sequence to a 14-24 sequence, the student should transfer into the sequence at the next grade level (for example, from Mathematics 10 to Mathematics 23, or from Mathematics 13 to Mathematics 24). When a student transfers into a less academic sequence, the principal may admit the student with less than a 50% standing (see **Waiver of Normal Prerequisites,** page 50).

Circumstances that should be considered when counselling a student to use the course transfer provision include:

- language proficiency. As the student's language proficiency increases, a more academic sequence may provide a more appropriate level of challenge
- the school's ability to schedule the appropriate course route
- the student's ability and motivation.

Boards shall have a policy that states clearly the criteria to be met by a student who wishes to change program routes.

7 Prerequisite Standing

A student who has achieved a mark of 50% or higher in a given course shall be eligible to take the next or higher rank high school course in that sequence.

8 Waiver of Normal Prerequisites

Under special circumstances, normal prerequisites shown in Appendix III may be waived by the principal, provided the following conditions are met:

- the student possesses the knowledge, skills and attitudes identified in the waived course or program of studies
- judgments are made on an individual basis, not for an entire class of students
- it is in the student's best interest.

Waived courses shall be reported in writing to the **Director, Student Evaluation and Records Branch, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2.**

9 Credits for Waived Prerequisite Courses

If a student obtains credit in a course for which the prerequisite course or courses have been waived, the student may also be eligible to receive credits for the prerequisite course or courses.

The principal shall recommend that credits be awarded to the student for the waived prerequisite(s), provided that the principal has determined, in accordance with board policy, that the student possesses the knowledge, skills and attitudes identified in the course or program of studies of the prerequisite course or courses.

Credits granted for waived prerequisite courses are recorded with "P" or "pass" on the student's record and transcript.

School jurisdictions that wish to permit principals to award credits for waived prerequisite courses shall have a policy and procedures governing the awarding of such credits. The policy shall identify the criteria for determining that students possess the essential knowledge, skills and attitudes identified in the course of studies.

Recommendations for awarding credits for previously reported waived prerequisite courses shall be reported in writing to the Director, Student Evaluation and Records Branch, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2.

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10 Retroactive Credits

The following applies to all regular students (refer to page 61 for provisions that apply to mature students).

Students not achieving at least 50% in a course may elect to repeat the course or, subject to the approval of the school principal, elect to continue in an alternative course sequence. Students who successfully complete the next higher level in an alternative course sequence shall be granted credit for the prerequisite course. The following chart presents all of the courses that retroactive credits may be applied toward.

Courses for which retroactive credit has been granted will be recorded as "P" or "pass" on the student's record and transcript.

A student shall be awarded retroactive credits automatically by Alberta Education when all of the following criteria are met:

- The student is registered by the principal in an approved course and receives instruction in the course in Semester "A" or Year "A".
- At the end of Semester "A" or Year "A", the principal reports to the **Student Evaluation and Records Branch** that the student has FAILED in the registered course. (A mark of less than 50% must be reported to the **Student Evaluation and Records Branch** and recorded on the student's file in order for the student to be eligible for retroactive credits in the following years.)

- **Pursuant to a specific board promotion policy, the student is registered by the principal into the next higher level course in an alternative course sequence in the following Semester "B" or Year "B".**
- **The principal subsequently submits to the Student Evaluation and Records Branch, in the appropriate reporting period for Semester "B" or Year "B", a pass mark in the higher level alternative course completed.**

COURSES ELIGIBLE FOR RETROACTIVE CREDITS①

Registered Course Reported Failed Semester/Year: A	Alternative Course Passed Semester/Year: B	Course Eligible for Retroactive Credits Semester/Year: B
English		
English 10	English 23	English 13
English 20	English 33	English 23
French		
French Language Arts 10	French 20N	French 10N
French 10N	French 20S	French 10S
French 10S	French 20	French 10
French Language Arts 20	French 30N	French 20N
French 20N	French 30S	French 20S
French 20S	French 30	French 20
Mathematics		
Mathematics 10	Mathematics 23	Mathematics 13
Mathematics 13	Mathematics 25 or 24	Mathematics 14
Mathematics 20	Mathematics 33	Mathematics 23
Social Studies		
Social Studies 10	Social Studies 23②	Social Studies 13
Social Studies 20	Social Studies 33②	Social Studies 23②
Science		
Prior to 1990-91		
Biology 10 (3 credits)	Science 24 (3 or 5 credits)	Science 14 (5 credits)
Chemistry 10 (3 credits)	Science 24 (3 or 5 credits)	Science 14 (5 credits)
Physics 10 (3 credits)	Science 24 (3 or 5 credits)	Science 14 (5 credits)
1990-91		
Science 10 (5 credits)	Science 24 (3 or 5 credits)	Science 14 (5 credits)

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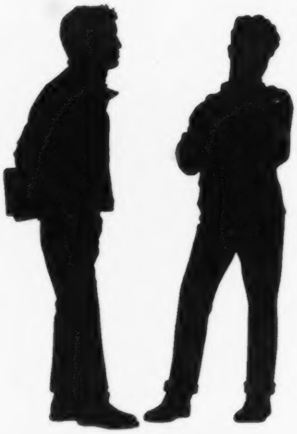
① Please note that in the aforementioned criteria the reference to Semester/Year "A" and Semester/Year "B" is intended to emphasize that sequential registration and instruction are essential requirements of the provision.

② Social Studies 23 and 33 will become effective September 1989 and September 1990, respectively.

Administration: Student Placement and Promotion



1 Placements and Promotions

Promotion of students to Grade 10 is determined by the principal of the junior high school, subject to policies of the board or school authority, and subject to provisions of the **Junior High School Handbook.**

Placement of students within the senior high school is determined by the principal of the senior high school, subject to policies of the local board or school authority, and subject to provisions of this handbook.

2 Registration of Students

In September and February of each school year, the **Student Evaluation and Records Branch** will provide the appropriate registration documents to each senior high school offering credit programs.

3 Evaluation of Out-of-Province Educational Documents

Students entering an Alberta senior high school from outside Alberta should submit transcripts, or other official statements of previous standing, to the school which they plan to attend. The school will evaluate these documents in relation to approved high school courses or unassigned credits. A copy of the evaluation shall be forwarded to the **Student Evaluation and Records Branch, Alberta Education, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2** for recording purposes. Evaluation forms can be obtained from the **Student Evaluation and Records Branch.**

School authorities should contact Alberta Education when in doubt about evaluations. Post-secondary courses are not equated to credits for the General or Advanced High School Diploma but may be evaluated for and applied toward the High School Equivalency Diploma. Such concerns and those related to the interpretation of the credentials of Canadian students may be directed to the **Evaluation Officer, Student Evaluation and Records Branch.** Questions regarding out-of-Canada credentials may be sent to the **Director, Teacher Certification and Development**, for advice and recommendations.

A high school principal may appeal to the **Special Cases Committee** for special consideration on behalf of Canadian, unilingual Francophone students who enter the Alberta school system in their graduating year. For these students, the principal may recommend that Français 30 be accepted in lieu of English 30 or 33 for Advanced or General High School Diploma purposes. The Special Cases Committee may be contacted by writing to the **Secretary, Special Cases Committee, Alberta Education, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2.**

Students planning to enter any post-secondary institution in Alberta should submit their documents to the post-secondary institution of their choice. There are no appeal procedures to Alberta Education in these instances.

An Alberta High School Diploma shall not be issued solely on the basis of the evaluation of out-of-Alberta credentials. A student in this category who wishes to obtain an Alberta High School Diploma is required to complete a minimum of five approved credits as prescribed by a school principal or by the **Director, Student Evaluation and Records Branch.**

The required credits shall be completed in one or more of the subject areas specified under the diploma requirements, exclusive of physical education, and at a level equal to that of the highest Alberta course equivalent granted through credential evaluation.

The Council of Ministers of Education, Canada publication **Secondary Education in Canada, A Student Transfer Guide** is designed to assist in the placement of students. Copies of this guide are available upon request (at no charge) from **Central Support Services, Alberta Education, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2.**

4 Exchange Students

Exchange students from another province or country, who wish to complete a course for credit, should be registered with the **Student Evaluation and Records Branch, Alberta Education, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2.**

Principals should clearly establish the educational and ensuing certification needs of exchange students by direct communication with the schools from which the students come. Principals should ascertain whether graduation from an Alberta high school immediately satisfies admission requirements of post-secondary institutions in that country upon their return.

If graduation from an Alberta high school program does not immediately satisfy admission to a post-secondary institution in the student's country of origin, a formal evaluation of studies completed in the country of origin is not necessary and only **high school registration** is required.

Any formal statement of academic achievement required by the school of origin would be issued by Alberta Education and would reflect only the courses the student actually completed in an Alberta school during the exchange period.

Exchange students seeking Alberta high school credits in a diploma examination course must write a diploma examination on the same terms as any Alberta student.

Administration: Student Achievement in Senior High School Subjects

1 Introduction

Regulations governing the evaluation of students have been developed pursuant to Section 25 (3)(c) of the School Act. These are outlined on page 40 of this handbook and are included in detail in the **Policy Manual** (1989). The **Policy Manual** (1989) is available upon written request to **Central Support Services, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2.**

The provincial policy regarding student evaluation is located in the **Policy Manual** (1989). Each board or authority shall develop and implement a student evaluation policy.

The current editions of the **General Information Bulletin - Grade 12 Diploma Examinations Program** and the **Provincial Report - Diploma Examinations Program** can be consulted for an extensive discussion of student evaluation.

2 Reporting of Student Achievement in Senior High School Subjects

Alberta Education maintains an individual Alberta Education Student Record for every Alberta high school student. The record is usually created during the student's Grade 9 year, and is subsequently used to provide a complete and accurate reflection of the student's high school achievement, inclusive of courses reported as **passed** or **failed**. Achievement in all completed high school credit courses is to be reported to the **Student Evaluation and Records Branch, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2.**

Marks shall be reported through the High School Results Statement forms, Diploma Examination School Marks Checklists or by computer tape for approved users.

Schools or school districts that wish to adopt computer tape reporting shall apply to the **Director, Student Evaluation and Records Branch,** for permission no later than September 30 in any school year for implementation in the subsequent school year. An application must provide a complete description of the local computer system currently in use and allow sufficient time for Alberta Education to evaluate and test the proposal.

Alberta Education records a course as completed if a mark of ten percent or greater is awarded and reported.

Only school-awarded marks of ten percent or greater shall be reported to the **Student Evaluation and Records Branch** in either diploma examination courses or non-diploma examination courses.

Once reported to Alberta Education, final marks in all completed courses, whether the course is passed or failed, shall not subsequently be deleted from the student's record. In those instances when a principal discovers an error has been made in the reporting of a course, credits or mark, Alberta Education will adjust the student's record upon receipt of written notification from the principal of the school in which the error occurred.

School marks in diploma examination courses are to be reported to the **Student Evaluation and Records Branch** by the first day of the diploma examination schedule, in a format specified by the **Director, Student Evaluation and Records Branch,** or as otherwise directed.

School-awarded marks in all non-diploma examination courses are to be reported using the Non-Examination Courses – High School Results Statement, or by computer tape, no later than two weeks following the completion of the respective diploma examination session or as otherwise specified by the **Director, Student Evaluation and Records Branch.** For each course, excluding the diploma examination courses, the school will identify the course code, credits earned, semester, grading, and language of instruction if other than English. Schools will receive additional instructions as required throughout the year.

3 Grade 12 Validation Statement

Alberta Education attempts to confirm the accuracy of each student's high school record by issuing to each Grade 12 student, in the late fall of their Grade 12 year, a **Student Record Validation Statement.** This validation statement is produced from the Alberta Education Student Record. The statement shows the student's complete high school achievement record, as at the time of issuance, and lists all courses completed, whether passed or failed. Students are asked to confirm the accuracy of this record through their principal. Any change in course information shall be authorized by the principal of the school in which the courses were completed. All forms are to be returned to the Student Evaluation and Records Branch within the time frames specified.

4 Grade 12 Diploma Examinations Programs

Diploma examinations are required in the following courses:

Biology 30
Chemistry 30
English 30 and 33
Français 30
Mathematics 30
Physics 30
Social Studies 30

Diploma examinations will be developed for Science 30 and Social Studies 33. Diploma examinations are available in French for all diploma examination courses except English 30 and English 33. Students may elect to write either the French or English language version of the respective examination.

Students who are expelled from school or from a diploma examination course on December 1 in the first semester, or on May 1 in the second semester, or later in any of the semesters, may apply to the **Special Cases Committee** for permission to write the Grade 12 diploma examinations.

Pursuant to such a request, the **Special Cases Committee** will review a report from the principal giving the achievement and attendance of the student(s) and the circumstances that resulted in expulsion, and will decide whether the student(s) concerned may be granted permission to write the diploma examinations.

Permission from the **Special Cases Committee** to write a diploma examination does not waive the requirement for a school mark to be shown in the student record, in order that a final mark be produced for official transcript purposes.

The diploma examination programs consist of course specific examinations based on the **Program of Studies for Senior High Schools.** Administrators should refer to the annual publication **General Information Bulletin - Grade 12 Diploma Examinations Program** for complete information.

a January and June Diploma Examinations

Examinations are written at all high schools offering the diploma examination courses. All students who are currently enrolled in diploma courses are to be registered for the examinations with the **Student Evaluation and Records Branch** by their high school principal. All others wishing to write the diploma examinations should submit an application to the high school where they wish to write by the first Friday in November or March.

b August Diploma Examinations

August diploma examinations are written only at a number of selected centres throughout the province. Special writing centres outside Alberta are **not** authorized for the August diploma examination session.

c Eligibility to Write

- Students currently enrolled in an examination subject shall write the diploma examination in that subject before credits are awarded.
- Students who have been previously awarded credit for the course may write the diploma examination upon application.
- Mature students, as defined on page 62 of this handbook, may write the diploma examination upon application, without taking regular instruction.

d Special Provisions

Students who require special provisions in order to write the diploma examination may request:

- the appointment of a scribe to assist during the examination
- that the examination be provided in Braille, large print or audio cassette
- that variation in writing time, place or mode of response be permitted
- exemption from writing an examination.

Administrators are directed to the policies on Special Examination Provisions for Learning Disabled Students and Special Examination Provisions for Physically Disabled Students, listed in the **General Information Bulletin - Grade 12 Diploma Examinations Program.** Application, together with the required documentation regarding special needs students, shall be made by the school principal to the **Director, Student Evaluation and Records Branch,** as soon as possible and not later than 90 days before the first examination date.

Special provisions are granted and applied for a specific examination administration. A renewed application for the special provisions must be requested, in writing, for any subsequent administration.

Students who write their examinations under special conditions will have their transcripts annotated with respect to the special provisions prevailing at the time of writing.

e Special Circumstances

Under certain circumstances, the school-awarded mark may be accepted upon application to and approval by the **Special Cases Committee** (refer to page 64 for further information).

f Examination Results

Following each examination period, students will receive a results statement showing the most recent school-awarded mark, the current diploma examination mark and the subsequent blended mark.

Each school will receive a summary of scores for students registered in that school for each diploma examination. Consult the **Provincial Report - Diploma Examinations Program** for assistance in interpreting the scores.

5 Appeal Procedures

a School Course Marks

School principals should inform students of appeal procedures. A student who is dissatisfied with a school-awarded mark may:

- appeal under the policies set by the board, or
- take the course again.

Changes to non-diploma examination course marks shall be received no later than October 31 of the current school year for marks originating in the previous school year.

b Diploma Examination Marks

A student who is dissatisfied with a Grade 12 diploma examination mark may:

- request a rescore, in writing, to the **Director, Student Evaluation and Records Branch, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2,** in accordance with the terms and date specified on the appropriate results statement
- rewrite the examination at a later administration date.

Although there is no fee for rewriting the Grade 12 diploma examinations, a prepayable fee is required for rescoring an examination. The rescore fee is specified in the current edition of the **General Information Bulletin - Grade 12 Diploma Examinations Program** available from **Student Evaluation and Records Branch.** If there is an increase of 5% or more on rescoring, the fee is refunded to the student.

The student will receive the result of the rescored examination as the final mark in that diploma examination.

Formal notifications of school mark changes in diploma examination courses shall be submitted to the Student Evaluation and Records Branch prior to dates published in the annual General Information Bulletin - Grade 12 Diploma Examinations Program for the release of results statements to the respective administration.

Requests to change diploma examination school course marks after the published dates shall be submitted to the Special Cases Committee, Alberta Education, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2, for approval.

6 Diploma Examination Results Statement

A Diploma Examination Results Statement is issued to a student who completes one or more diploma examination courses in a given diploma examination administration. The statement reports the current diploma examination course achievement of a student, combined with the student's most recent school mark in the respective subject, to produce a final mark. For students who may have two or more school marks, or two or more diploma examination marks in the same course, the final mark for official transcript purposes only will be a blend of the highest school mark and the highest diploma examination mark achieved in the course within the current and previous two school years.

7 High School Diplomas and Transcripts

The **Student Evaluation and Records Branch** issues General and Advanced High School Diplomas in April, September and November to students who meet the graduation requirements. A transcript showing the student's highest achievement in each completed course accompanies the diploma.

The transcript is produced from the student's Alberta Education Student Record. Courses deemed **incomplete** for any reason are not reported. Transcripts are annotated with regard to any special conditions that prevail at the time of writing a diploma examination. It is the responsibility of the student to request an updated transcript when additional courses are completed following initial graduation, or as required. For further information regarding graduation requirements, please refer to page 16.

8 Provisions for Mature Students

Mature students may earn high school credits without holding the prerequisite courses. For further information, refer to page 18.

9 Credits for Private School Instruction

When a registered private school is approved as an accredited private school, students enrolled in the school prior to the change in classification may be awarded high school credits for courses successfully completed prior to the change of classification, subject to the recommendation of the **Director, Regional Office of Alberta Education.** In these instances, the student will be responsible for providing the **Director, Regional Office of Alberta Education,** with a record of the final mark awarded by the private school and an outline of the course for which retroactive credits are being granted.

When a student transfers to an accredited Alberta high school from a registered Alberta private school or other non-accredited school, the student may be awarded credits for previous instruction at the discretion of the principal. When credits for previous instruction are awarded, the principal shall enter a "P" (Pass) in the course mark column (not a grade or percentage score) on the High School Evaluation Report. In these instances, the student will be responsible for providing the principal with a record of the final mark awarded by the private school and an outline of the course for which retroactive credits are being granted.

Administration: Special Provisions

1 Special Provisions for Mature Students

Mature student status is granted effective September 1 for the subsequent school year.

- **A mature student is defined as a student who, as of September 1 of the current school year (September 1 through August 31), meets one of the following criteria:**
  - **is twenty years of age or older; or**
  - **is nineteen years of age and who, since reaching the age of eighteen, has been out of school for eight consecutive months (the eight consecutive months that the student has been out of school must be prior to September 1 of the current school year). Students are deemed to be in school if their Alberta High School Student Record, or their record from another recognized jurisdiction, lists a high school course completed within the eight month period, other than by correspondence, private study or summer school. (Overseas transfer students who have attended school within the eight month period shall not be granted mature student status); or**
  - **is the holder of a previously-awarded High School Diploma or equivalent, from any jurisdiction acceptable to the Minister.**
- When there is doubt or dispute as to whether or not a person qualifies for mature student status, or where special or unusual circumstances appear to exist, cases may be submitted for consideration to the **Special Cases Committee, Alberta Education, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2** (see page 64) .
- Mature students enrolled in credit courses must be registered with the **Student Evaluation and Records Branch of Alberta Education.**

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- A mature student may earn senior high school credits after successfully completing:
  - courses offered in a regular accredited school
  - courses offered under Section 15 of the School Grants Regulations dealing with extension programs
  - courses offered by the Alberta Correspondence School
  - a diploma examination conducted by Alberta Education with or without formal course instruction (see page 58 for the list of examination subjects).
- A mature student is eligible to enrol in any course at the senior high school level or to write a diploma examination without holding the required prerequisite courses.
- A mature student who has achieved a standing of 50% or higher in a senior high school course, by any of the alternatives noted above, will automatically be awarded credits by Alberta Education in the normal prerequisite(s) for the course(s) completed.
- Mature students are eligible to receive a General or an Advanced High School Diploma upon completing the normal requirements. They are not, however, required to complete Physical Education 10 or Career and Life Management 20.

Note: Many boards offer comprehensive programs for mature students in both credit and non-credit areas. Interested mature students should consult with their board for details of such programs.

2 High School Equivalency Diploma

There are two ways to achieve a High School Equivalency Diploma.

Alternative 1

A person, 18 years or older, who is deficient in the credits needed for a High School Diploma, and who has been out of school for at least ten consecutive months, and who wishes to obtain a High School Equivalency Diploma, may apply by letter to the **Director, Student Evaluation and Records Branch, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2.** All necessary documents should be included with the letter of application.

To gain a High School Equivalency Diploma, a candidate shall obtain 100 school credits as set forth below:

- A minimum of 60 credits must be gained through classroom instruction in a school, or other institution accredited by Alberta Education, offering approved senior high school courses, as follows:

- A high school course in mathematics	5 credits
- A high school course in science	3 credits
- English 30 or 33	5 credits
- One other Grade 12 course	5 credits
- Additional high school courses	42 credits

- **A minimum of 40 additional credits, which must be earned as follows:**
  - **Additional high school courses**
  - **Additional approved adult education courses under recognized agencies (e.g., public colleges, institutes of technology, extension divisions of universities, adult evening classes), and/or**
  - **A maximum of 15 credits for maturity, according to the following scale:**

Age 21-24 (inclusive)	**5 credits**
Age 25-29 (inclusive)	**10 credits**
Age 30 and over	**15 credits**

  - **A maximum of 5 credits for extensive travel**
  - **A maximum of 5 credits for extensive reading or private study.**

Alternative 2

A person, 18 years or older, who has been out of school for at least ten consecutive months, who passes all five tests in the General Educational Development (G.E.D.) test battery with a minimum standard score of 45% or better, and meets the eligibility requirements, will be granted a High School Equivalency Diploma. Further information regarding the G.E.D. program may be obtained from the **Student Evaluation and Records Branch** or the nearest **Regional Office of Alberta Education.**

3 Special Cases Committee

a Frame of Reference of the Committee

The committee deals with all matters that require the interpretation and application of policy relative to student programming as suggested under **Functions of the Committee,** below.

b Membership of the Committee

The committee is made up as follows:

i. Director, Student Evaluation and Records Branch.
ii. four other members of Alberta Education.

c Functions of the Committee

Specific examples of matters dealt with by the committee include the following:

i. determining the number of high school credits to be awarded to out-of-province students who have appealed the evaluation given by the school in Alberta
ii. ruling on whether or not students who have been expelled from school should be permitted to write diploma examinations
iii. ruling on the cases of individual students whose programs appear to be unduly restricted because of department regulations

iv. ruling on all matters where no policy or precedent exists
v. determining "mature student" status in individual cases
vi. granting retroactive credits where applicable
vii. reviewing the high school record of students seeking General or Advanced High School Diploma standing
viii. determining the variations in practice which may be permitted in the writing of examinations by students seeking a General or an Advanced High School Diploma
ix. ruling in instances of disputed evaluation.

d Directions for Contacting the Committee

i. Teachers, principals, students or other individuals in the province who feel they have a case requiring special consideration should apply, in writing, to the **Secretary, Special Cases Committee, Alberta Education, Devonian Building, 11160 - Jasper Avenue, Edmonton, Alberta T5K 0L2.**
ii. Persons who appeal to the **Special Cases Committee** shall concurrently advise the principal of the school where the student received instruction.
iii. Upon receiving notice of the appeal, the principal shall submit a report to the **Special Cases Committee.**
iv. Students shall be informed of their right to appeal to the **Special Cases Committee.**

Both a school mark and an examination mark are required to calculate a student's final mark for official transcript purposes. Permission from the **Special Cases Committee** to write a diploma examination does not waive the requirement for a school mark to be reported for the student record.

Appendices

Appendix I: Eligible Courses for Graduation Requirements

Students in any diploma route may wish to obtain credits in diploma examination courses other than those required for graduation. To obtain credits in these courses, students shall write the appropriate diploma examination regardless of which graduation credential they wish to receive.

The following requirements apply to:

1 Students Who Entered Grade 10 Prior to the 1988-89 School Year

a. The General High School Diploma (Prior to 1988-89)

Subject	Credits (minimum)	Course(s) (minimum)	Eligible Courses and Credits①	Diploma Exam
English	15	3	Eng 10(5) 20(5) 30(5) Eng 13(5) 23(5) 33(5) Communications 21A(3) 21B(3) Literature 21A(3) 21B(3)	Yes Yes No No
Français②	15	3	Fr 10(5) 20(5) 30(5)	Yes
Social Studies/ Études Sociales③	10	2	Soc St/Ét Soc 10(5) 20(5) Soc St/Ét Soc 13(5) 23(5)	No No
Mathematics/ Mathématiques	5	1	Math/Mathématiques 10(5) Math/Mathématiques 13(5) Math 15(5)	No No No
Science/Science	3	1	Science 11(3,5) Biology/Biologie 10(3) Chemistry/Chimie 10(3) Physics/Physique 10(3)	No No No No
Physical Education/ Éducation Physique④	2	1	Phys Ed/Éduc Phys 10(3,4,5)	No
A minimum of two Grade 12-level courses other than English⑤	10	2		No
	45 Specified Credits		55 Unspecified Credits	

① Credits are indicated in parentheses.

② Students of parents identified under Section 23 of the Canadian Charter of Rights and Freedoms may present Français 10-20-30 as a diploma requirement, but must also present English 10-20-30 or English 13-23-33. Français 10-20-30 replaces Langue et littérature 10-20-30 as of September 1989.

③ Students who entered Grade 10 prior to September 1988 may take Social Studies 10 or 13 and a minimum of five social science credits to satisfy their high school requirements.

④ Components of the Physical Education 10 requirements may be waived on the recommendation of the principal, for good and sufficient medical or religious reasons. When a Grade 10 student is unable to meet the requirement for Physical Education 10 for medical reasons, every effort should be made to meet this requirement in Grades 11 or 12. See page 30 for individual or class exemption criteria.

⑤ Students of parents identified under Section 23 of the Canadian Charter of Rights and Freedoms may present English 30 or 33 as one of the Grade 12-level courses required in addition to Français 30. The Grade 12-level course requirement may also be met by 30-level "A" and "B" courses (e.g., Industrial Education 30A and 30B).

b. The Advanced High School Diploma (Prior to 1988-89)

Category	Subject	Credits (minimum)	Course(s) (minimum)	Eligible Courses and Credits①	Diploma Exam
A	English	15	3	Eng 10(5) 20(5) 30(5)	Yes
	Français②	15	3	Fr 10(5) 20(5) 30(5)	Yes
	Social Studies/ Études Sociales	15	3	Soc St/Ét Soc 10(5) 20(5) 30(5)	Yes
	Mathematics/ Mathématiques	15	3	Math/Mathématiques 10(5) 20(5) 30(5)	Yes
B	Science/Science	11	3	Biology/Biologie 10(3) 20(3) 30(5) Chemistry/Chimie 10(3) 20(3) 30(5) Physics/Physique 10(3) 20(3) 30(5)	Yes Yes Yes
	Physical Education/ Éducation Physique③	2	1	Phys Ed/Éduc Phys 10(3,4,5)	No
		58 Specified Credits		42 Unspecified Credits	

① Credits are indicated in parentheses.

② Students of parents identified under Section 23 of the Canadian Charter of Rights and Freedoms may present Français 10-20-30 as a diploma requirement, but must also present English 10-20-30 or English 13-23-33. Français 10-20-30 replaces Langue et littérature 10-20-30 as of September 1989.

③ Components of the Physical Education 10 requirements may be waived on the recommendation of the principal, for good and sufficient medical or religious reasons. When a Grade 10 student is unable to meet the requirement for Physical Education 10 for medical reasons, every effort should be made to meet this requirement in Grades 11 or 12. See page 30 for individual or class exemption criteria.

2 Students Who Entered Grade 10 in the 1988-89 School Year

a. The General High School Diploma 1988-89

Subject	Credits (minimum)	Course(s) (minimum)	Eligible Courses and Credits①	Diploma Exam
English	15	3	Eng 10(5) 20(5) 30(5) Eng 13(5) 23(5) 33(5)	Yes Yes
Français②	15	3	Fr 10(5) 20(5) 30(5)	Yes
Social Studies/ Études Sociales	15	3	Soc St/Ét Soc 10(5) 20(5) 30(5) Soc St/Ét Soc 13(5) 23(5) 33(5)	Yes Yes
Mathematics/ Mathématiques	5	1	Math/Mathématiques 10(5) Math/Mathématiques 13(5) Math 15(5)	No No No
Science/Science	6	2	Science 11(3,5) 24 (3,5) Biology/Biologie 10(3) 20(3) Chemistry/Chimie 10(3) 20(3) Physics/Physique 10(3) 20(3)	No No No No
Physical Education/ Éducation Physique③	3	1	Phys Ed/Éduc Phys 10(3,4,5)	No
Career and Life Management/ Carrière et vie	3	1	CALM/Carrière 20(3,4,5)	No
A minimum of two Grade 12-level courses other than English and Social Studies④⑤	10	2	As specified in Appendix III	No
	57 Specified Credits		43 Unspecified Credits	

① Credits are indicated in parentheses.

② Students of parents identified under Section 23 of the Canadian Charter of Rights and Freedoms may present Français 10-20-30 as a diploma requirement, but must also present English 10-20-30 or English 13-23-33. Français 10-20-30 replaces Langue et littérature 10-20-30 as of September 1989.

③ Components of the Physical Education 10 requirements may be waived on the recommendation of the principal, for good and sufficient medical or religious reasons. When a Grade 10 student is unable to meet the requirement for Physical Education 10 for medical reasons, every effort should be made to meet this requirement in Grades 11 or 12. See page 30 for individual or class exemption criteria.

④ Students of parents identified under Section 23 of the Canadian Charter of Rights and Freedoms may present English 30 or 33 as one of the Grade 12-level courses required in addition to Français 30. The Grade 12-level course requirement may also be met by 30-level "A" and "B" courses (e.g., Industrial Education 30A and 30B).

⑤ One 36-level course from any occupational family will be accepted for students transferring from the Integrated Occupational Program to the General High School Diploma Program.

b. The Advanced High School Diploma 1988-89

Category	Subject	Credits (minimum)	Course(s) (minimum)	Eligible Courses and Credits①②	Diploma Exam
A	English	15	3	Eng 10(5) 20(5) 30(5)	Yes
	Français③	15	3	Fr 10(5) 20(5) 30(5)	Yes
	Social Studies/ Études Sociales	15	3	Soc St/Ét Soc 10(5) 20(5) 30(5)	Yes
	Mathematics/ Mathématiques	15	3	Math/Mathématiques 10(5) 20(5) 30(5)	Yes
B	Science/Science	11	3	Biology/Biologie 10(3) 20(3) 30(5) Chemistry/Chimie 10(3) 20(3) 30(5) Physics/Physique 10(3) 20(3) 30(5)	Yes Yes Yes
C	Second Languages, Practical Arts or Fine Arts	10	2	See pages 19 to 21 for approved course sequences for Category C.	No
	Physical Education/ Éducation Physique④	3	1	Phys Ed/Éduc Phys 10(3,4,5)	No
	Career and Life Management/ Carrière et vie	3	1	CALM/Carrière 20(3,4,5)	No
		72 Specified Credits		28 Unspecified Credits	

① Credits are indicated in parentheses.

② To qualify for an Advanced High School Diploma, students must earn course credits in English 30 or Français 30, and in the English or French course offering of Social Studies 30, Mathematics 30, and ONE of Biology 30, Chemistry 30 or Physics 30. The course sequences noted are those that most students may follow. Students may, however, achieve an Advanced High School Diploma by transferring to the 30-level course from another course sequence.

③ Students of parents identified under Section 23 of the Canadian Charter of Rights and Freedoms may present Français 10-20-30 as a Category A diploma requirement. For these students, the Category C requirement is English 10-20-30. Students whose parents are not identified under Section 23 of the Charter may apply Français 10-20-30 toward the Category C requirement. Français 10-20-30 replaces Langue et littérature 10-20-30 as of September, 1989.

④ Components of the Physical Education 10 requirements may be waived on the recommendation of the principal, for good and sufficient medical or religious reasons. When a Grade 10 student is unable to meet the requirement for Physical Education 10 for medical reasons, every effort should be made to meet this requirement in Grades 11 or 12. See page 30 for individual or class exemption criteria.

3 Students Who Enter Grade 10 in the 1989-90 School Year

a. The General High School Diploma 1989-90

Subject	Credits (minimum)	Course(s) (minimum)	Eligible Courses and Credits①	Diploma Exam
English	15	3	Eng 10(5) 20(5) 30(5) Eng 13(5) 23(5) 33(5)	Yes Yes
Français②	15	3	Fr 10(5) 20(5) 30(5)	Yes
Social Studies/ Études Sociales	15	3	Soc St/Ét Soc 10(5) 20(5) 30(5) Soc St/Ét Soc 13(5) 23(5) 33(5)	Yes Yes
Mathematics/ Mathématiques	8	2	Math/Mathématiques 10(5) 20(5) Math/Mathématiques 13(5) 23(5) Math 14(5) 24(3,5)	No No No
Science/Science	8	2	Science/Science 14(5) 24(3,5) Biology/Biologie 10(3) 20(3) Chemistry/Chimie 10(3) 20(3) Physics/Physique 10(3) 20(3)	No No No No
Physical Education/ Éducation Physique③	3	1	Phys Ed/Éduc Phys 10(3,4,5)	No
Career and Life Management/ Carrière et vie	3	1	CALM/Carrière 20(3,4,5)	No
A minimum of two Grade 12-level courses other than English and Social Studies④⑤	10	2	As specified in Appendix III	No
	62 Specified Credits		38 Unspecified Credits	

① Credits are indicated in parentheses.

② Students of parents identified under Section 23 of the Canadian Charter of Rights and Freedoms may present Langue et littérature 10-20-30 as a diploma requirement, but must also present English 10-20-30 or English 13-23-33. Français 10-20-30 replaces Langue et littérature 10-20-30 as of September 1989.

③ Components of the Physical Education 10 requirements may be waived on the recommendation of the principal, for good and sufficient medical or religious reasons. When a Grade 10 student is unable to meet the requirement for Physical Education 10 for medical reasons, every effort should be made to meet this requirement in Grades 11 or 12. See page 30 for individual or class exemption criteria.

④ Students of parents identified under Section 23 of the Canadian Charter of Rights and Freedoms may present English 30 or 33 as one of the Grade 12-level courses required in addition to Social Studies 30 or 33 and Français 30. The Grade 12-level course requirement may also be met by 30-level "A" and "B" courses (e.g., Industrial Education 30A and 30B).

⑤ One 36-level course from any occupational family will be accepted for students transferring from the Integrated Occupational Program to the General High School Diploma Program.

b. The Advanced High School Diploma 1989-90

(No change from the 1988-89 requirements.)

Category	Subject	Credits (minimum)	Course(s) (minimum)	Eligible Courses and Credits①②	Diploma Exam
A	English	15	3	Eng 10(5) 20(5) 30(5)	Yes
	Français③	15	3	Fr 10(5) 20(5) 30(5)	Yes
	Social Studies/ Études Sociales	15	3	Soc St/Ét Soc 10(5) 20(5) 30(5)	Yes
	Mathematics/ Mathématiques	15	3	Math/Mathématiques 10(5) 20(5) 30(5)	Yes
B	Science/Science	11	3	Biology/Biologie 10(3) 20(3) 30(5) Chemistry/Chimie 10(3) 20(3) 30(5) Physics/Physique 10(3) 20(3) 30(5)	Yes Yes Yes
C	Second Languages, Practical Arts or Fine Arts	10	2	See pages 19 to 21 for approved course sequences for Category C.	No
	Physical Education/ Éducation Physique④	3	1	Phys Ed/Éduc Phys 10(3,4,5)	No
	Career and Life Management/ Carrière et vie	3	1	CALM/Carrière 20(3,4,5)	No
		72 Specified Credits		28 Unspecified Credits	

① Credits are indicated in parentheses.

② To qualify for an Advanced High School Diploma, students must earn course credits in English 30 or Français 30, and in the English or French course offering of Social Studies 30, Mathematics 30, and ONE of Biology 30, Chemistry 30 or Physics 30. The course sequences noted are those that most students may follow. Students may, however, achieve an Advanced High School Diploma by transferring to the 30-level course from another course sequence.

③ Students of parents identified under Section 23 of the Canadian Charter of Rights and Freedoms may present Français 10-20-30 as a Category A diploma requirement. For these students, the Category C requirement is English 10-20-30. Students whose parents are not identified under Section 23 of the Charter may apply Français 10-20-30 toward the Category C requirement. Français 10-20-30 replaces Langue et littérature 10-20-30 as of September 1989.

④ Components of the Physical Education 10 requirements may be waived on the recommendation of the principal, for good and sufficient medical or religious reasons. When a Grade 10 student is unable to meet the requirement for Physical Education 10 for medical reasons, every effort should be made to meet this requirement in Grades 11 or 12. See page 30 for individual or class exemption criteria.

4 Students Who Enter Grade 10 in the 1990-91 School Year

a. The General High School Diploma 1990-91

(No change from the 1989-90 requirements.)

Subject	Credits (minimum)	Course(s) (minimum)	Eligible Courses and Credits①	Diploma Exam
English	**15**	**3**	**Eng 10(5) 20(5) 30(5)**	**Yes**
			Eng 13(5) 23(5) 33(5)	**Yes**
Français②	**15**	**3**	**Fr 10(5) 20(5) 30(5)**	**Yes**
Social Studies/ Études Sociales	**15**	**3**	**Soc St/Ét Soc 10(5) 20(5) 30(5)**	**Yes**
			Soc St/Ét Soc 13(5) 23(5) 33(5)	**Yes**
Mathematics/ Mathématiques	**8**	**2**	**Math/Mathématiques 10(5) 20(5)**	**No**
			Math/Mathématiques 13(5) 23(5)	**No**
			Math 14(5) 24(3,5)	**No**
Science/Science	**8**	**2**	**Science/Science 10(5) 20(5)**	**No**
			Science/Science 14(5) 24(3,5)	**No**
			Biology/Biologie 20(3)	**No**
			Chemistry/Chimie 20(3)	**No**
			Physics/Physique 20(3)	**No**
Physical Education/ Éducation Physique③	**3**	**1**	**Phys Ed/Éduc Phys 10(3,4,5)**	**No**
Career and Life Management/ Carrière et vie	**3**	**1**	**CALM/Carrière 20(3,4,5)**	**No**
A minimum of two Grade 12-level courses other than English and Social Studies④⑤	**10**	**2**	**As specified in Appendix III**	**No**
	62 Specified Credits		**38 Unspecified Credits**	

① Credits are indicated in parentheses.

② Students of parents identified under Section 23 of the Canadian Charter of Rights and Freedoms may present Français 10-20-30 as a diploma requirement, but must also present English 10-20-30 or English 13-23-33. Français 10-20-30 replaces Langue et littérature 10-20-30 as of September 1989.

③ Components of the Physical Education 10 requirements may be waived on the recommendation of the principal, for good and sufficient medical or religious reasons. When a Grade 10 student is unable to meet the requirement for Physical Education 10 for medical reasons, every effort should be made to meet this requirement in Grades 11 or 12. See page 30 for individual or class exemption criteria.

④ Students of parents identified under Section 23 of the Canadian Charter of Rights and Freedoms may present English 30 or 33 as one of the Grade 12-level courses required in addition to Social Studies 30 or 33 and Français 30. The Grade 12-level course requirement may also be met by 30-level "A" and "B" courses (e.g., Industrial Education 30A and 30B).

⑤ One 36-level course from any occupational family will be accepted for students transferring from the Integrated Occupational Program to the General High School Diploma Program.

b. The Advanced High School Diploma 1990-91

Category	Subject	Credits (minimum)	Course(s) (minimum)	Eligible Courses and Credits①②	Diploma Exam
A	English	15	3	Eng 10(5) 20(5) 30(5)	Yes
	Français③	15	3	Fr 10(5) 20(5) 30(5)	Yes
	Social Studies/ Études Sociales	15	3	Soc St/Ét Soc 10(5) 20(5) 30(5)	Yes
	Mathematics/ Mathématiques	15	3	Math/Mathématiques 10(5) 20(5) 30(5)	Yes
B	Science/Science	15	3	Science/Science 10(5) 20(5) 30(5) Biology/Biologie 20(3) 30(5) Chemistry/Chimie 20(3) 30(5) Physics/Physique 20(3) 30(5)	Yes Yes Yes Yes
C	Second Languages, Practical Arts or Fine Arts	10	2	See pages 19 to 21 for approved course sequences for Category C.	No
	Physical Education/ Éducation Physique④	3	1	Phys Ed/Éduc Phys 10(3,4,5)	No
	Career and Life Management/ Carrière et vie	3	1	CALM/Carrière 20(3,4,5)	No
		76 Specified Credits		24 Unspecified Credits	

① Credits are indicated in parentheses.

② To qualify for an Advanced High School Diploma, students must earn course credits in English 30 or Français 30, and in the English or French course offering of Social Studies 30, Mathematics 30, and ONE of Biology 30, Chemistry 30 or Physics 30. The course sequences noted are those that most students may follow. Students may, however, achieve an Advanced High School Diploma by transferring to the 30-level course from another course sequence.

③ Students of parents identified under Section 23 of the Canadian Charter of Rights and Freedoms may present Français 10-20-30 as a Category A diploma requirement. For these students, the Category C requirement is English 10-20-30. Students whose parents are not identified under Section 23 of the Charter may apply Français 10-20-30 toward the Category C requirement. Français 10-20-30 replaces Langue et littérature 10-20-30 as of September 1989.

④ Components of the Physical Education 10 requirements may be waived on the recommendation of the principal, for good and sufficient medical or religious reasons. When a Grade 10 student is unable to meet the requirement for Physical Education 10 for medical reasons, every effort should be made to meet this requirement in Grades 11 or 12. See page 30 for individual or class exemption criteria.

c. The Certificate of Achievement 1990-91

As of September 1990-91, students may earn credits toward the Certificate of Achievement. Certificates of Achievement will be awarded to successful graduates of the Integrated Occupational Program as of June 1993. To qualify for a Certificate of Achievement, students must earn a minimum of 80 credits, 67 of which are to be defined as follows:

Subject	Credits (minimum)	Course(s) (minimum)	Eligible Courses and Credits①	Diploma Exam
English	**9**	**3**	**Eng 16(3) 26(3) 36(3)**	**No**
Social Studies	**6**	**2**	**Soc St 16(3) 26(3)**	**No**
Mathematics	**3**	**1**	**Math 16(3)**	**No**
Science	**3**	**1**	**Science 16(3)**	**No**
Physical Education②	**3**	**1**	**Phys Ed 10(3,4,5)**	**No**
Career and Life Management	**3**	**1**	**CALM 20(3,4,5)**	**No**
Occupations				
Courses selected from the Occupational Families③ • **Agribusiness** • **Business and Office Operations** • **Construction and Fabrication** • **Creative Arts** • **Natural Resources** • **Personal and Public Services** • **Tourism and Hospitality** • **Transportation**	**40**	**5**	**Occupational Courses Grade 10 (16-level) – minimum of 10 credits** **Grade 11 (26-level) – minimum of 20 credits** **Grade 12 (36-level) – minimum of 10 credits**	**No**
	67 Specified Credits		**13 Unspecified Credits**	

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① Credits are indicated in parentheses.

② Components of the Physical Education 10 requirements may be waived on the recommendation of the principal, for good and sufficient medical or religious reasons. When a Grade 10 student is unable to meet the requirement for Physical Education 10 for medical reasons, every effort should be made to meet this requirement in Grades 11 or 12. See page 30 for individual or class exemption criteria.

③ One 36-level course from any occupational family will be accepted for transferring from the Integrated Occupational Program to the General High School Diploma Program.

Appendix II: Articulation with the Alberta Apprenticeship Board

The following information will assist schools and students to plan their vocational high school programs to maximize articulation with the Alberta Apprenticeship Board programs.

A person who presents to apprenticeship authorities of Alberta Manpower, 100 high school credits, including at least 35 credits in one of the vocational high school programs (excepting beauty culture) and an acceptable application for apprenticeship in the corresponding apprenticeship program, may be granted apprenticeship credits on the following basis:

- For **building construction, electricity, automotives, machine shop, electronics, plumbing and steamfitting** - upon recommendation of the employer, twelve months of time credit (three months each of four twelve-month periods), and first and second period technical credit upon passing the examinations for these periods.
- For **appliance servicing** - upon recommendation of the employer, twelve months of time credit (four months each of three 1600 hour periods), and first period technical credit upon passing the examination.
- For **electronics** into the **communication electrician apprenticeship** - upon recommendation of the employer, credits arranged by evaluation of credentials. There are four "craft" areas in the apprenticeship program beyond the first period level.
- For **welding and food preparation** - upon recommendation of the employer, twelve months of time credit (four months each of three twelve-month periods), and first period technical credit upon passing the first period examination.
- For **auto body** - upon recommendation of the employer, one period of time credit (600 hours each of three 2100 hour periods), and first period technical credit upon passing the first period examination.
- **Sheet metal** - upon recommendation of the employer, one period of time credit (450 hours each of four 1800 hour periods), and first and second period technical credit upon passing the examination for these periods.
- For **related mechanics** - no accreditation arrangements.

- For beautician - new accreditation arrangements:
  - All students graduating with 55 credits must find an employer willing to indenture them as an apprentice. The application for apprenticeship will result in a student receiving notice to appear for the theory examination, and being informed they need to serve two 700-hour periods of work experience before attempting the practical examination. When all requirements are met, the student will receive a Completion of Apprenticeship Certificate and a Journeyman Certificate.
  - High school (vocational) students with less than 55 credits, but more than 700 hours of instruction from an approved school, will be required to find an employer and indenture as an apprentice. Upon presentation of documented proof of the above, the student may receive technical credit for the first apprenticeship period. On the employer's recommendation, the student may attempt the first period examination. With an employer's recommendation, an apprentice may also be granted work experience credit for the first period of apprenticeship, up to the maximum hours of time spent in school instruction. **Note that applicants in this category may not attempt second period examinations.** Apprentices must attend second period apprenticeship training and complete 1400 hours of work experience. Following this, apprentices may challenge the theory and practical examinations and, if successful, will receive a Completion of Apprenticeship Certificate and a Journeyman Certificate.
  - Students receiving less than 700 hours of instruction from an approved school must take both periods of apprenticeship technical training. However, with an employer's recommendation, an apprentice may be granted work experience for the first period up to the maximum hours of time spent in school instruction.
- A person who presents fewer than 35 credits in one of the articulated vocational programs may expect to be considered for less apprenticeship credit, on the basis of individual performance, upon undertaking the apprenticeship.

  Note: Vocational high school credits acceptable for articulation with apprenticeship programs may be altered from time to time, due to changes in programming recommended by provincial advisory committees.

Appendix III: Provincially Authorized Senior High School Courses

Appendix III "Provincially Authorized Senior High School Courses" has been reorganized. The complementary course categories are now presented in alphabetical order. Courses within each category are listed in the sequential numerical order of the course codes. Prerequisite courses continue to be indicated by their linear arrangement across the page, or by the line symbol ⊣[used to indicate a prerequisite that leads to more than one course.

Grade 10		Grade 11		Grade 12	
LANGUAGE ARTS					
1100 English 10	(5)	2100 English 20	(5)	3100 English 30	(5)
1115 English 13	(5)	2115 English 23	(5)	3115 English 33	(5)
		Any two of:①			
		2141 Communications 21a	(3)		
		2142 Communications 21b	(3)		
		2143 Literature 21a	(3)		
		2144 Literature 21b	(3)		
English as a Second Language 10a	No Credit				
1117 English as a Second Language 10b	(5)				
1118 English as a Second Language 10c	(5)				
1145 Reading 10	(3) (4) (5)				
1301 Français 10②	(5)	2301 Français 20	(5)	3301 Français 30	(5)
LANGUAGE ARTS COURSES IN IMMERSION PROGRAMS					
1304 French Language Arts 10②	(5)	2304 French Language Arts 20	(5)	3304 French Language Arts 30	(5)
1313 Ukrainian Language Arts 10	(5)	2313 Ukrainian Language Arts 20	(5)	3313 Ukrainian Language Arts 30	(5)
SECOND LANGUAGES					
1300 French 10③	(5)	2300 French 20③	(5)	3300 French 30③	(5)
1302 French 10S③	(5)	2302 French 20S③	(5)	3302 French 30S③	(5)
1303 French 10N③	(5)	2303 French 20N③	(5)	3303 French 30N③	(5)
1315 German 10	(5)	2315 German 20	(5)	3315 German 30	(5)
				3317 German 31	(5)
1322 Italian 10	(5)	2322 Italian 20	(5)	3322 Italian 30	(5)
1325 Latin 10	(5)	2325 Latin 20	(5)	3325 Latin 30	(5)
1345 Spanish 10	(5)	2345 Spanish 20	(5)	3345 Spanish 30	(5)
1355 Ukrainian 10	(5)	2355 Ukrainian 20	(5)	3355 Ukrainian 30	(5)
1356 Ukrainian 10S①	(5)	2356 Ukrainian 20S①	(5)	3356 Ukrainian 30S①	(5)

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① These courses may not be used as substitutes for English 20 or 23 for students entering Grade 10 as of September 1988.

② Français 10-20-30 and French Language Arts 10-20-30 replace the Langue et littérature course sequence for students identified under Section 23 of the Canadian Charter of Rights and Freedoms, and for French immersion students, respectively.

③ These course numberings refer to the three-year (French 10), six-year (French 10S, French 20S, French 30S, Ukrainian 10S, Ukrainian 20S, Ukrainian 30S) and nine-year (French 10N, French 20N, French 30N) programs approved in 1980. Students may pursue French 30S for credit purposes after having completed the courses in French 10-20-30. Such students may receive credits in both French 30 and French 30S. The same provision would apply to students who wish to pursue French 30N after completing the French 30S stream. In this way, students can improve their communication skills by taking courses at a more advanced proficiency level.

Grade 10	Grade 11	Grade 12
MATHEMATICS		
1200 Mathematics/ Mathématiques 10 .... (5)	2200 Mathematics/ Mathématiques 20 .... (5)	3200 Mathematics/ Mathématiques 30 .... (5) 3211 Mathematics/ Mathématiques 31① .... (5)
1216 Mathematics/ Mathématiques 13 .... (5)	2216 Mathematics/ Mathématiques 23 .... (5)	3216 Mathematics/ Mathématiques 33 .... (5)
1225 Mathematics 14② .... (5)	2225 Mathematics 24② .... (3)(5)	
SCIENCE		
1230 Biology/Biologie 10 .... (3)	2230 Biology/Biologie 20 .... (3)	3230 Biology/Biologie 30 .... (5)
1240 Chemistry/Chimie 10 .... (3)	2240 Chemistry/Chimie 20 .... (3)	3240 Chemistry/Chimie 30 ...... (5)
1260 Physics/Physique 10 .... (3)	2260 Physics/Physique 20 .... (3) 2275 Physics 22 .... (3)	3260 Physics/Physique 30 .... (5) 3275 Physics 32③ .... (5)
1280 Science 14 .... (5)	2280 Science 24 .... (3)(5)	
1800 Agriculture 10④ .... (3)(5)	2800 Agriculture 20④ ... (3)(5)(10)	3800 Agriculture 30④ ... (5)(10)(15)
COMPUTER LITERACY⑤		
1529 Computer Literacy/ Informatique 10 .... (3)		
SOCIAL STUDIES⑥		
1150 Social Studies/ Études Sociales 10 .... (5)	2150 Social Studies/ Études Sociales 20 .... (5)	3150 Social Studies/ Études Sociales 30 .... (5)
1151 Social Studies/ Études Sociales 13 .... (5)	2151 Social Studies/ Études Sociales 23 .... (5)	3151 Social Studies/ Études Sociales 33⑦ .... (5)
PERSONAL DEVELOPMENT		
1415 Health and Personal Development 10 ... (2)(3)(4)(5)		
	2416 Career and Life Management/ Carriére et Vie 20 ..... (3)(4)(5)	
1435 Occupations 10 .... (2)(3)		
1445 Physical Education/ Éducation Physique 10 (3)(4)(5)	2445 Physical Education/ Éducation Physique 20 (3)(4)(5)	3445 Physical Education/ Éducation Physique 30 (3)(4)(5)
1450 Driver and Traffic Safety Education 10 .... (2)		

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① As of September 1985, Mathematics 30 is the prerequisite for Mathematics 31. However, schools may register students in Mathematics 30 and 31 concurrently.

② Mathematics 14 and 24 replace Mathematics 15 and 25.

③ Physics 22-32 will be phased out when the new Physics 20-30 courses are introduced.

④ See page 26 for additional information.

⑤ Either Computer Literacy 10 or Computer Processing 10 may be used as the prerequisite to Computer Processing 20, but only one will be accepted for credit. In the Computer Processing 10-20-30 sequence, or alternatively, the Computer Literacy 10 - Computer Processing 20-30 sequence, a maximum of 15 credits has been set.

⑥ See page 32 for additional information.

⑦ Will be available as of September 1990.

Grade 10	Grade 11	Grade 12
BUSINESS EDUCATION①		
	2430 Law/Droit 20 (3)(5)	
		3430 Law/Droit 30 (3)(5)
1501 Accounting/ Comptabilité 10 (3)(5)	2501 Accounting/ Comptabilité 20 (3)(5)	3500 Accounting/ Comptabilité 30 (5)
1527 Computer Processing/Traitement de l'information 10② (3)(5)	2527 Computer Processing/Traitement de l'information 20 (3)(5)	3527 Computer Processing/Traitement de l'information 30 (3)(5)
1529 Computer Literacy/ Informatique 10② (3)		
	2540 Marketing 20 (3)(5)	
		3540 Marketing 30 (3)(5)
	2541 Basic Business 20 (3)(5)	
		3541 Basic Business 30 (3)(5)
1542 Business Education 10 (3)(5)(10)	2542 Business Education 20 (3)(5)(10)	3542 Business Education 30 (3)(5)(10)
1550 Record Keeping 10 (3)		
	2543 Business Communications 20 (3)	
	2544 Business Calculations 20 (3)	
	2545 Office Procedures 20 (3)(5)	3545 Office Procedures 30 (3)(5)
	2555 Shorthand 20 (3)(5)	3555 Shorthand 30 (3)(5)
1565 Typewriting/ Dactylographie 10③ (3)(5)	2565 Typewriting/ Dactylographie 20③ (3)(5)	3565 Typewriting/ Dactylographie 30 (5)
	2566 Dicta Typing 20 (3)	
		3567 Word Processing 30 (3)
FINE ARTS		
1400 Art 10 (3)(4)(5)	2400 Art 20 (3)(4)(5)	3400 Art 30 (5)
1405 Art 11 (3)(4)(5)	2405 Art 21 (3)(4)(5)	3405 Art 31 (5)
	2410 Drama 20 (3)(5)	3410 Drama 30 (5)
1420 Music 10 (3)(4)(5)		
1425 Music 11 (3)(4)(5)	2420 Music 20 (3)(4)(5)	3420 Music 30 (5)
1426 Music 12 (3)(4)(5)	2425 Music 21 (3)(4)(5)	3425 Music 31 (5)

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① Please refer to the **Business Education Manual for Teachers, Counsellors and Administrators** (1987), available from **Central Support Services, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2,** for maximum credit limits for business education programs.

② Either Computer Literacy 10 or Computer Processing 10 may be used as the prerequisite to Computer Processing 20, but only one will be accepted for credit. In the Computer Processing 10-20-30 sequence, or alternatively Computer Literacy 10 - Computer Processing 20-30 sequence, a maximum of 15 credits has been set.

③ Typewriting 10 is required for Dicta Typing 20; Typewriting 20 is required for Word Processing 30, Shorthand 30, and Office Procedures 30.

Grade 10	Grade 11	Grade 12
HOME ECONOMICS		
1601 Clothing & Textiles 10 ...... (3)(4)(5)	2601 Clothing & Textiles 20 ...... (3)(4)(5)	3601 Clothing & Textiles 30 ...... (3)(4)(5)
1611 Food Studies 10 ...... (3)(4)(5)	2611 Food Studies 20 ...... (3)(4)(5)	3611 Food Studies 30 ...... (3)(4)(5)
1621 Personal Living Skills 10 ...... (3)(4)(5)		
	2621 Personal Living Skills 20 ...... (3)(4)(5)	
		3621 Personal Living Skills 30 ...... (3)(4)(5)
INDUSTRIAL EDUCATION①		
General Courses		
1727 Industrial Education 10a ...... (3)(4)(5)	2727 Industrial Education 20a ...... (3)(4)(5)	3727 Industrial Education 30a ...... (3)(4)(5)
1728 Industrial Education 10b ...... (3)(4)(5)	2728 Industrial Education 20b ...... (3)(4)(5)	3728 Industrial Education 30b ...... (3)(4)(5)
		3729 Production Science 30 ...... (5)

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① See page 27 for additional information.

Grade 10	Grade 11	Grade 12
INDUSTRIAL EDUCATION⑤		
Career Fields		
a) Construction and Fabrication		
1836 Building Construction 12 (5)	2836 Building Construction 22a (5)	3836 Building Construction 32a (5)
	2837 Building Construction 22b (5)	3837 Building Construction 32b (5)
	2838 Building Construction 22c (5)	3838 Building Construction 32c (5)(10)
1936 Machine Shop 12 (5)	2936 Machine Shop 22a (5)	3936 Machine Shop 32a (5)
	2937 Machine Shop 22b (5)	3937 Machine Shop 32b (5)
	2938 Machine Shop 22c (5)	3938 Machine Shop 32c (5)(10)
1949 Piping 12 (5)	2949 Piping 22a (5)	3949 Piping 32a (5)
	2950 Piping 22b (5)	3950 Piping 32b (5)
	2951 Piping 22c (5)	3951 Piping 32c (5)(10)
1968 Sheet Metal 12 (5)	2968 Sheet Metal 22a (5)	3968 Sheet Metal 32a (5)
	2969 Sheet Metal 22b (5)	3969 Sheet Metal 32b (5)
	2970 Sheet Metal 22c (5)	3970 Sheet Metal 32c (5)(10)
1980 Welding 12 (5)	2980 Welding 22a (5)	3980 Welding 32a (5)
	2981 Welding 22b (5)	3981 Welding 32b (5)
	2982 Welding 22c (5)	3982 Welding 32c (5)(10)
b) Electricity - Electronics		
	2880 Electricity 22a (5)	3880 Electricity 32a (5)
	2881 Electricity 22b (5)	3881 Electricity 32b (5)
	2882 Electricity 22c (5)	3882 Electricity 32c (5)(10)
1731 Electricity - Electronics 12 (5)	2888 Electronics 22a (5)	3888 Electronics 32a (5)
	2889 Electronics 22b (5)	3889 Electronics 32b (5)
	2890 Electronics 22c (5)	3890 Electronics 32c (5)(10)
c) Graphic Communications		
	2737 Vis. Com. 22a (5)	3737 Vis. Com. 32a (5)
	2738 Vis. Com. 22b (5)	3738 Vis. Com. 32b (5)
1736 Visual Communications 12 (5)	2739 Vis. Com. 22c (5)	3739 Vis. Com. 32c (5)(10)
1864 Drafting 12	2904 Graphic Arts 22a (5)	3904 Graphic Arts 32a (5)
	2905 Graphic Arts 22b (5)	3905 Graphic Arts 32b (5)
	2906 Graphic Arts 22c (5)	3906 Graphic Arts 32c (5)(10)
	2715 Drafting 20 (3)(4)(5)	
1715 Drafting 10 (3)(4)(5)	2864 Drafting 22a (5)	3864 Drafting 32a (5)
1736 Visual Communications 12 (5)	2865 Drafting 22b (5)	3865 Drafting 32b (5)
1864 Drafting 12 (5)	2866 Drafting 22c (5)	3866 Drafting 32c (5)(10)

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Note: For specific description of introductory and sequential vocational courses see the **Industrial Education Manual for Guidance to Teachers, Counsellors and Administrators** (1983).

⑤ See page 27 for additional information.

Grade 10	Grade 11	Grade 12
d) Horticulture		
1916 Horticulture 12 (5)	2916 Horticulture 22a (5)	3916 Horticulture 32a (5)
	2917 Horticulture 22b (5)	3917 Horticulture 32b (5)
	2918 Horticulture 22c (5)	3918 Horticulture 32c (5)(10)
e) Mechanics		
1746 Mechanics 12 (5)	2809 Related Mechanics 22a (5)	3809 Related Mechanics 32a (5)
	2810 Related Mechanics 22b (5)	3810 Related Mechanics 32b (5)
	2811 Related Mechanics 22c (5)	3811 Related Mechanics 32c (5)(10)
	2824 Automotives 22a (5)	3824 Automotives 32a (5)
	2825 Automotives 22b (5)	3825 Automotives 32b (5
	2826 Automotives 22c (5)	3826 Automotives 32c (5)(10)
1816 Auto Body 12 (5)	2816 Auto Body 22a (5)	3816 Auto Body 32a (5)
1746 Mechanics 12 (5)		
	2817 Auto Body 22b (5)	3817 Auto Body 32b (5)
	2818 Auto Body 22c (5)	3818 Auto Body 32c (5)(10)
f) Personal Services		
1832 Beauty Culture 12 (5)	2832 Beauty Culture 22a (5)	3832 Beauty Culture 32a (5)
	2833 Beauty Culture 22b (5)	3833 Beauty Culture 32b (5)
	2834 Beauty Culture 22c (5)	3834 Beauty Culture 32c (5)(10)
1896 Food Preparation 12 (5)	2896 Food Preparation 22a (5)	3896 Food Preparation 32a (5)
	2897 Food Preparation 22b (5)	3897 Food Preparation 32b (5)
	2898 Food Preparation 22c (5)	3898 Food Preparation 32c (5)(10)
		3899 Food Preparation 32d (5)
1961 Health Services 12 (5)	2961 Health Services 22 (5)	3961 Health Services 32a (5)
		3962 Health Services 32b (5)

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Grade 10	Grade 11	Grade 12
SOCIAL SCIENCES①		
	2155 Political Thinking 20 .... (3)	
	2156 Comparative Government 20 .... (3)	
	2171 Personal Psychology 20 ..... (3)	
	2172 General Psychology 20 ...... (3)	
	2160 Religious Ethics 20 .... (3)	
	2161 Religious Meanings 20 ...... (3)	
	2176 General Sociology 20 .... (3)	
	2177 Sociological Institutions 20 .... (3)	
	2166 Local and Canadian Geography 20 .... (3)	
	2181 Origins of Western Philosophy 20 .... (3)	
	2182 Contemporary Western Philosophy 20 .... (3)	
	2185 Western Canadian History 20 .... (3)	
	2186 Canadian History 20 .... (3)	
	2187 Economics for Consumers 20 .... (3)	
		3156 International Politics 30 .... (3)
		3161 World Religions 30 .... (3)
		3166 World Geography 30 .... (3)
		3171 Experimental Psychology 30 .... (3)
		3175 Cultural and Physical Anthropology 30 .... (3)
		3176 Applied Sociology 30 .... (3)
		3182 Philosophies of Man 30 .... (3)
		3183 Microeconomics 30 .... (3)
		3185 World History 30 .... (3)
		3194 Macroeconomics 30 .... (3)
OTHER INSTRUCTION		
1998 Work Experience/ Expérience d'emploi 15 ... (3)(5)		
	2998 Work Experience/ Expérience d'emploi 25 ... (3)(5)	
		3998 Work Experience/ Expérience d'emploi 35 .. (3)(5)
1999 Special Projects/ Projets Speciaux 10 (3)(5)		
	2999 Special Projects/ Projets Speciaux 20 (3)(5)	
		3999 Special Projects/ Projets Speciaux 30 .... (5)

① See page 32 for additional information. For students entering Grade 10 as of September 1988, social science courses will not be accepted as substitutes for social studies credit requirements.

Appendix IV: Approved Locally Developed Senior High School Courses

Refer to the **Policy Manual** (1989) for the policy and procedures for locally developed senior high school courses.①

Grade 10	Grade 11	Grade 12
		3110 English 35 (I.B.) (5)
1141 Introduction to Modern Languages 15 (3)(5)		
		3152 Theory of Knowledge 35 (I.B.) (3)
1198 Histoire et civilisation 15 (5)	2198 Histoire et civilisation 25 (5)	3198 Histoire et civilisation 35 (5)
1232 Biology 15 (I.B.) (3)	2232 Biology 25 (I.B.) (3)	
		3233 Biology 35 (5)
	2241 Chemistry 25 (I.B.) (3)	3241 Chemistry 35 (I.B.) (5)
1257 Geology 15 (3)	2257 Geology 25 (3)	
		3178 Deaf Studies 35 (5)
	2262 Physics 25 (I.B.) (3)	3262 Physics 35 (I.B.) (5)
	2276 Aeroscience 25 (5)	3276 Aeroscience 35 (5)(10)
	2290 Science 25 (3)(5)	3290 Science 35 (3)(5)
1316 Arabic 15 (3)	2316 Arabic 25 (5)	3316 Arabic 35 (5)
1321 Hungarian 15 (5)	2321 Hungarian 25 (5)	3321 Hungarian 35 (5)
1318 Swedish 15 (5)	2318 Swedish 25 (5)	3318 Swedish 35 (5)
1319 Greek 15 (5)	2319 Greek 25 (5)	3319 Greek 35 (5)
1320 German Literature 15 (5)	2320 German Literature 25 (5)	3320 German Literature 35 (5)
1332 Polish 15 (5)	2332 Polish 25 (5)	3332 Polish 35 (5)
1344 Spanish 14 (5)	2344 Spanish 24 (5)	3344 Spanish 34 (5)
1370 Cree 15 (5)	2370 Cree 25 (5)	3370 Cree 35 (5)
1371 Blackfoot 15 (5)		
1372 Chinese 15 (5)	2372 Chinese 25 (5)	3372 Chinese 35 (5)
1373 Japanese 15 (5)	2373 Japanese 25 (5)	3373 Japanese 35 (5)
	2374 Greek as a Religious Language 25 (5)	
1375 Hebrew 15 (5)	2375 Hebrew 25 (5)	3375 Hebrew 35 (5)
1412 Ballet 15 (5)	2412 Ballet 25 (5)	3412 Ballet 35 (5)
1413 Dance 15 (5)	2413 Dance 25 (5)	3413 Dance 35 (5)
1427 Music 15 (3)(4)(5)	2427 Music 25 (3)(4)(5)	3427 Music 35 (5)
1428 Electronic Music 15 (5)		
1437 Perspectives for Living 15 (3)(5)		
1455 Outdoor Living 15 (3)		
1456 Outdoor Leadership 15 (5)	2456 Outdoor Leadership 25 (5)	3456 Outdoor Leadership 35 (5)

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① Locally developed courses approved to fulfil International Baccalaureate requirements are designated with the letters I.B. in brackets. Only those schools offering the International Baccalaureate program are permitted to use these courses.

Grade 10	Grade 11	Grade 12
1460 Religious Studies 15 ..... (3)(5)	2460 Religious Studies 25 ..... (3)(5)	3460 Religious Studies 35 ..... (3)(5)
1480 Aspects of Living 15 .... (5)		
1535 General Business 15 .... (5)		
	2622 Practical Living 25 .... (3)	3622 Practical Living 35 .... (5)
1732 Practical Arts 15a .... (5)		
1733 Practical Arts 15b .... (5)		
	2804 Aircraft Maintenance 25a .... (5)	3804 Aircraft Maintenance 35a .... (5)
	2805 Aircraft Maintenance 25b .... (5)	3804 Aircraft Maintenance 35b .... (5)
	2806 Aircraft Maintenance 25c .... (5)	3804 Aircraft Maintenance 35c .... (5)(10)
1814 Automotive Parts Merchandising 15 ...... (5)(10)	2814 Automotive Parts Merchandising 25 ..... (15)(20)	
1822 Service Station Operation 15 .... (5)(10)	2822 Service Station Operation 25 .... (15)(20)	
1825 Automotives 15 .... (5)(10)	2828 Automotives 25 .... (10)(15)	3828 Automotives 35 .... (15)(20)
1840 Building Construction 15 .... (5)	2840 Building Construction 25 .... (10)(15)	3840 Building Construction 35 .... (15)(20)
1841 Subtrades 15 .... (5)	2841 Subtrades 25 ...... (5)(10)(15)	
1842 Building Maintenance 15 .... (5)(10)	2842 Building Maintenance 25 .... (10)(15)	3842 Building Maintenance 35 .... (15)(20)
1844 Carpentry 15 .... (5)(10)	2844 Carpentry 25 .... (15)	3844 Carpentry 35 .... (15)(20)
1852 Commercial Art 15 .... (5)	2848 Commercial Art 25a .... (5)	3848 Commercial Art 35a .... (5)
	2849 Commercial Art 25b .... (5)	3849 Commercial Art 35b .... (5)
	2850 Commercial Art 25c .... (5)	3850 Commercial Art 35c .... (5)(10)
1861 Fashion and Design 15 ...... (5)	2861 Fashion and Design 25a ..... (5)	3861 Fashion and Design 35a .... (5)
	2862 Fashion and Design 25b ..... (5)	3862 Fashion and Design 35b .... (5)
	2863 Fashion and Design 25c ..... (5)	3863 Fashion and Design 35c (5)(10)
		3715 Drafting 34 .... (5)
	2868 Drafting 25 .... (10)(15)	3868 Drafting 35 .... (15)

CONTINUED

Grade 10	Grade 11	Grade 12
1876 Fabricare Technology 15 .... (5)(10)	2876 Fabricare Technology 25 .... (15)	3876 Fabricare Technology 35 .... (15)(20)
1844 Electricity 15 .... (5)(10)	2884 Electricity 25 .... (10)(15)	3884 Electricity 35 .... (15)(20)
1900 Forestry 15 .... (5)		
1944 Performing Arts 15 .... (5)	2944 Performing Arts 25a .... (5)	3944 Performing Arts 35a .... (5)
	2945 Performing Arts 25b .... (5)	3945 Performing Arts 35b .... (5)
	2946 Performing Arts 25c .... (5)	3946 Performing Arts 35c .... (5)(10)
	2972 Television Crafts 25a .... (5)	3972 Television Crafts 35a .... (5)
	2973 Television Crafts 25b .... (5)	3973 Television Crafts 35b .... (5)
	2974 Television Crafts 25c .... (5)	3974 Television Crafts 35c .... (5)(10)
1964 Sewing and Design 15 .... (10)	2964 Sewing and Design 25 .... (15)	3964 Sewing and Design 35 . (15)(20)
1971 Television Arts 15 .... (3)		
1978 Photography 15 .... (5)(10)	2978 Photography 25 .... (5)(10)	
1984 Welding 15 .... (5)(10)	2984 Welding 25 .... (10)(15)	3984 Welding 35 .... (15)(20)

Appendix V: Curriculum Documents

Curriculum resources are available through the following Alberta Education distributors:

CENTRAL SUPPORT SERVICES
Box 14, 11160 - Jasper Avenue
Edmonton, Alberta T5K 0L2
Telephone 427-7224

- programs of study
- service, legal and information documents, including bulletins and brochures
- the **Alberta Education Publication List** of available documents and their sources.

LEARNING RESOURCES DISTRIBUTING CENTRE
12360 - 142 Street
Edmonton, Alberta T5L 4X9
Telephone 427-2767

- basic resources
- recommended print resources
- teacher resource manuals and monographs
- some supplementary resources
- some audio visual resources

ACCESS NETWORK
16930 - 114 Avenue
Edmonton, Alberta T5M 3S2
Telephone 451-7272

- audio visual resources

ALBERTA CORRESPONDENCE SCHOOL
Box 400
Barrhead, Alberta T0G 2P0
Telephone 674-5333

- correspondence course packages

Appendix VI: Alberta Education Branch Addresses

The mailing address for Alberta Education in Edmonton is: **11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2** with the exception of the Alberta School for the Deaf, the Education Response Centres and the Learning Resources Distributing Centre.

Alberta Correspondence School
Box 4000
Barrhead
T0G 2P0

Alberta School for the Deaf
6240-113 Street
Edmonton
T6H 3L2

Calgary Regional Office
Rm. 1200, Rocky Mt. Plaza
615 Macleod Trail S.E.
Calgary
T2G 4T8

Education Response Centre -
Provincial & Northern Offices
6240 - 113 Street
Edmonton
T6H 3L2

Education Response Centre -
South
5139 - 14 Street S.W.
Calgary
T2T 3W5

Grande Prairie Regional Office
5th Floor, Nordic Court
10014-99 Street
Grande Prairie, T8V 3N4

Learning Resources Distributing
Centre
12360 - 142 Street
Edmonton
T5L 4X9

Lethbridge Regional Office
Provincial Building
200-5 Avenue S.
Lethbridge
T1J 4C7

Red Deer Regional Office
3rd Floor West
Provincial Building
4920-51 Street
Red Deer
T4N 6K8

Response Sheet:
A Guide to Education Senior High School Handbook to Assist Future Revisions

1. Please indicate if you are a:

   ☐ Teacher
   ☐ Department Head
   ☐ Counsellor
   ☐ Principal
   ☐ Central Office Administrator
   ☐ Other (trustees, board personnel)
   Please specify:

2. Please indicate other users of this handbook you are aware of that are not identified above (e.g., parents):

3. Is the new format of the handbook an improvement? ☐ Yes ☐ No
   Please comment:

4. What information in this handbook is **most** helpful to users in your school or system?
   Please comment:

5. What information in this handbook is **least** helpful to users in your school or system?
   Please comment:

6. Please indicate any changes to the content or format that would improve this handbook:

7. Please indicate which Alberta Education documents are used most within your school or system:
   ☐ Senior High School Handbook
   ☐ Policy Manual
   ☐ Essential Concepts, Skills and Attitudes
   ☐ Developmental Framework
   ☐ Other (please specify):

Please complete this response sheet, tear out and fold on dotted line. Return address is provided on reverse side.

FOLD

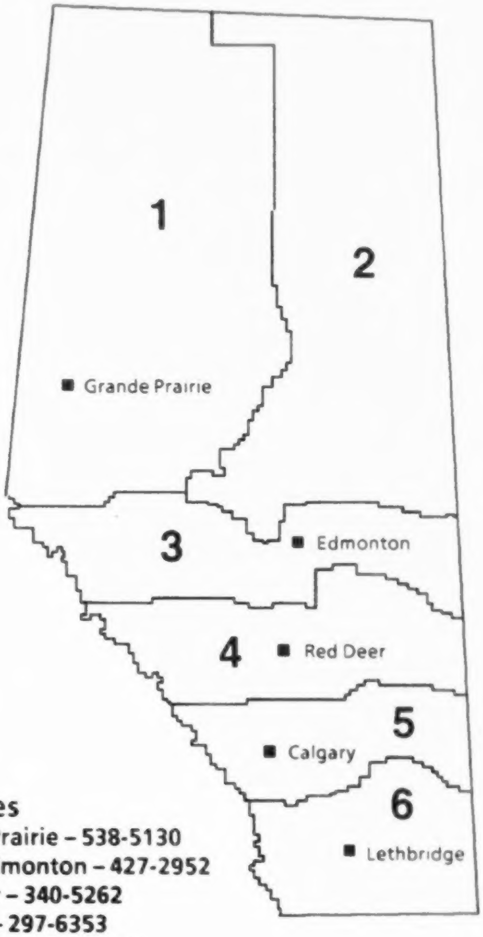
Dr. Ron Cammaert, Associate Director (Senior High)
Curriculum Design Branch
Alberta Education
11160 - Jasper Avenue, Box 17
Edmonton, Alberta
T5K 0L2

Regional Offices of Alberta Education

The regional offices work in cooperation with boards and local school authorities to ensure the quality of teaching, programs, and schools. Each regional office has a staff of consultants and a director who provide the following:

- **CONSULTATION:** Consultative services in curriculum, instruction, evaluation, support functions, and policy development
- **MONITORING:** Monitoring of educational programs on a scheduled basis
- **EVALUATION:** Assistance to school systems to design and conduct school, program and system evaluations
- **MEDIATION:** Mediating in matters such as special student needs, ministerial reviews, attendance panels and COATS investigations, as well as complaints brought to the attention of the Minister.

To arrange for services from a regional office, follow the procedures adopted by your local school system.



Regional Offices

Zone 1: Grande Prairie – 538-5130
Zone 2 and 3: Edmonton – 427-2952
Zone 4: Red Deer – 340-5262
Zone 5: Calgary – 297-6353
Zone 6: Lethbridge – 381-5243

Education Information – 427-7219